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Resources in Education

ED 118 720-120 336

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Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 654 321** **56** **CE 123 456**

Title. *Smith, John D. Johnson, Jane*
Career Education for Women

Organization where document originated. **Central Univ., Chicago, Ill.**
Spons. Agency—National Inst. of Education
(DHEW), Washington, D. C.

Date published. **Report No—CU-2081-S**
Pub Date May 73

Contract or Grant Number—only NIE or USOE contracts or grants are recorded. **Contract—NIE-C-73-0001**
Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Alternate source for obtaining documents. **Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above. **EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage**

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).
Clearinghouse accession number.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the **Thesaurus of ERIC Descriptors**.
Informative Abstract.
Abstractor's initials.

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Educational Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE—Career Education	5-53	PS—Early Childhood Education	156-167
CG—Counseling and Personnel Services	53-63	RC—Rural Education and Small Schools	167-178
CS—Reading and Communication Skills	63-87	SE—Science, Mathematics, and Environmental Education	178-189
EA—Educational Management	87-101	SO—Social Studies/Social Science Education	189-200
EC—Handicapped and Gifted Children	101-109	SP—Teacher Education	200-213
FL—Languages and Linguistics	109-120	TM—Tests, Measurement, and Evaluation	213-224
HE—Higher Education	120-130	UD—Urban Education	224-236
IR—Information Resources	130-147		
JC—Junior Colleges	147-156		

CE

ED 118 720 95 CE 005 020
Ellis, Mary L., Ed.

Women at Work. Career and Vocational Education Professional Development Report No. 16.
North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—002533

Pub Date 74

Grant—OEG-0-70-1978(725)

Note—174p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Bibliographies, Career Education, *Conference Reports, Discriminatory Attitudes (Social), Equal Opportunities (Jobs), *Females, *Feminism, Labor Force, Legislation, Sex Discrimination, Sex Stereotypes, Social Status, Speeches, Womens Education, *Womens Studies, *Working Women

The document is based upon three two-day regional seminar workshops and one national invitational seminar workshop on women in the world of work held during 1973-74 and designed to further the professional development of vocational-technical education leaders. The first section contains three parts: (1) Introduction, discussing the social and psychological influences affecting the status and equality of women; (2) Recommendation and Program for Action, listing 14 policies and practices suggested by workshop participants as a guideline to help correct female discrimination in education and employment; and (3) Impact of the Workshops, providing a list of selected post-workshop activities engaged in by participants at various administrative levels in an attempt to improve educational and employment opportunities for women. Full texts of nine speeches explore aspects of the labor force, laws, education and employment, the women's rights movement, and career education in relation to working women. These are appended, together with the questionnaire sent to participants after the conference workshops and their responses; agendas and participant lists for the various workshop conferences; and an extensive bibliography listing books, reports, and articles suitable for general, children, and specialized reading. The appendices make up the bulk of the document. (LH)

ED 118 721 95 CE 005 123
Models for Career Education in Iowa: A Philosophy for Career Education.
Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—19p.; For related documents, see CE 004 077-085 and CE 005 124-131

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Education, Educational Objectives, *Educational Philosophy, Elementary Secondary Education, Guidelines, *Models, *Self Concept, Work Attitudes

An exemplary project, Models for Career Education in Iowa, was initiated to research, define, and describe an emerging concept of career education. The philosophy of career education places emphasis on self-identity development and the basic concept of world-of-work. The curriculum content of career education includes planned and spontaneous educational experiences oriented towards adding relevancy to the learning process. This calls for educational process that meets the needs of the learner and results in specific attention being given to career planning. The teacher's role is enhanced by expanding the educational environment to include cultural, social, economic, and occupational situations. The model for career development is also presented in diagram form, showing its basis in two concepts, self and world-of-work. These are shown interacting through the four phases of formal education: awareness, accommodation, exploration, and presentation-exploration, leading ultimately to occupational entry. A definition of terms relevant to the philosophy of career education is given. (Author/EC)

ED 118 722 95 CE 005 124
Hopkins, Bruce E.

Models for Career Education in Iowa: The Self-Concept and Career Education.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Report No.—H-1407

Pub Date 75

Note—44p.; For related documents, see CE 004 077-085 and CE 005 123 and CE 005 125-131

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, *Educational Objectives, Educational Philosophy, Elementary Secondary Education, *Models, Self Actualization, *Self Concept

The document is part of a series that reports the findings and accomplishments of the Models

for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in primary and secondary education. One of the basic components in the career development model used as the basis for the project is the learner's self-concept which is influenced by the roles of significant others (parents, teachers, and peers) and society. How the student acquires knowledge and the environment under which this knowledge is gained are also important aspects in both self-concept and career development. Program objectives are outlined for the primary, intermediate, junior high school, and high school levels geared to the awareness, accommodation, exploration, and preparation-exploration phases respectively. The importance of self-concept is discussed in relation to these phases. A list of 29 generalizations about how an understanding of self-concept is acquired is given. A selected bibliography is included. (Author/EC)

ED 118 723 95 CE 005 125

Brooks, Clair E.

Models for Career Education in Iowa: Career Education and the World of Work.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Report No.—SP-H-1238

Pub Date 75

Note—45p.; For related documents, see CE 004 077-085 and CE 005 123-124 and CE 005 126-131

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, *Educational Objectives, Educational Philosophy, Educational Programs, Elementary Secondary Education, Guidelines, *Models, *Self Concept, *Work Attitudes

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in primary and secondary education. The central purpose of the document is to promulgate and clarify the use of the world of work concept. Part 1 briefly discusses education's treatment of the world of work in the past, which has shown an increasing emphasis on the integration of education and work. Part 2 focuses its attention on current and emerging trends in the world of work, includ-

ing attitudes to work, the impact of occupational trends, and population changes in terms of age and expectation. The final section deals with the role of the world of work in the educational program through a model for career development which has as its two basic concepts self and world of work. For the purpose of inclusion in a school curriculum, career development objectives using these two concepts are classified according to the developmental phases of the model: awareness (primary); accommodation (intermediate); exploration (junior high); and preparation-exploration (high school). (Author/EC)

ED 118 724 95 CE 005 126

Morris, Van Cleve

Models for Career Education in Iowa: The Way We Work: Some Notes on the Philosophical Base of Career Education.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Report No.—H-2139

Pub Date 75

Note—17p.; For related documents, see CE 004 077-085 and CE 005 123-125 and CE 005 127-131

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Choice, *Career Education, *Educational Philosophy

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education. The document focuses on a discussion of some of the philosophical bases of career education and the concept of career in its broadest sense, in relation to Marxist philosophy, the American interpretation of the Puritan work ethic, and existentialism, and their implications for educators helping young people with career decision making. (Author/EC)

ED 118 725 95 CE 005 127

Hopkins, Bruce E.

Models for Career Education in Iowa: Career Decision Making in the Career Education Process.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—21p.; For related documents, see CE 004 077-085 and CE 005 123-126 and CE 005 128-131

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Choice, *Career Education, *Decision Making, Elementary Secondary Education, Self Actualization

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education. The focus of the report is on the process of career choice and career decision making. Career choices are too often made on the basis of social myths, occupational information acquired in school, and the need for work to ensure economic survival. These decisions are influenced by family and educational experiences. The development of a "work self" is an important step. The conclusion is reached that any attempt to better prepare young people to make the career decision with which they are confronted should take into account the ongoing economic, social, and political changes within society. (Author/EC)

ED 118 726 95 CE 005 128

Kahler, Alan A., Comp. Fox, Darlene, Comp.

Models for Career Education in Iowa: Selected Occupations by Subject Matter and Occupational Clusters for Use in Secondary Schools.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—153p.; For related documents, see CE 004 077-085 and CE 005 123-127 and CE 005 129-131

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Career Education, Elementary Secondary Education, *Occupational Clusters, *Occupational Information

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in a school curriculum. Information about a wide range of available occupations will assist high school teachers in their instructional programs and provide students with an opportunity to explore occupational alternatives in relation to their needs. Occupational information is arranged according to the 15 occupational clusters, each of which contains many jobs, with their own demands for skills, interests, temperaments, and functions. Each occupation listed under a cluster title is classified according to four levels relating to the amount of experience the student is likely to have had of the occupation. Worker function or types of work are provided for each occupation listed according to the classification used in the Dictionary of Occupational Titles. (Author/EC)

ED 118 727 95 CE 005 129

Flynn, Donald J.

Models for Career Education in Iowa: Administrator Roles in Implementing Career Education Concepts in the School Curriculum.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—24p.; For related documents, see CE 004 077-085 and CE 005 123-128 and CE 005 130-131

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Role, Advisory Committees, *Board of Education Role, *Career Education, Coordinators, Models, Principals, *Program Administration, *Superintendent Role

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education. It discusses administrator roles in implementing career education concepts in the school curriculum through a definition of the concept and a model for the different phases of career development. The tasks involved in the administrative roles of the local board of education, superintendent, career education coordinator, building principal, and advisory committee are discussed in terms of their functions in integrating career education into the school curriculum. (Author/EC)

ED 118 728 95 CE 005 130

Flynn, Donald J., Comp.

Models for Career Education in Iowa: Implementing Career Education Objectives in the Classroom: Exploration Phase.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—102p.; For related documents, see CE 004 077-085 and CE 005 123-129 and CE 005 131

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Education, *Career Exploration, *Educational Objectives, Integrated Curriculum, Junior High Schools, *Learning Activities, Secondary Education, Self Concept, Work Attitudes

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education. It suggests procedures and activities for implementing exploration phase objectives and activities in the junior high school curriculum through a strategy of infusion or integration into the curriculum. The

career education objectives are intended to focus on the learner and the activities are seen as a means for accomplishing this end. The document describes the process used for implementing career education objectives for the exploration phase and presents suggestions for activities that can be used in the classroom or as examples for a teacher in developing others. The exploration phase in composed of activities focusing on self-concept (15 major objectives), world-of-work (11 major objectives), and self and world-of-work (five major objectives). The activities are presented using the following format: career education objective; several instructional objectives; activity related to each instructional objective; resource materials; and suggestions for student evaluation. (Author/EC)

ED 118 729 CE 005 131

Kahler, Alan A., Comp. Flynn, Donald, Jr., Comp.

Models for Career Education in Iowa: Implementing Career Education Objectives in the Classroom: Exploration and Preparation Phase.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—98p.; For related documents, see CE 004 077-085 and CE 005 123-130

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Education, *Career Exploration, *Educational Objectives, Integrated Curriculum, *Learning Activities, Secondary Education, Self Concept, Senior High Schools, Work Attitudes

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education. It suggests procedures and activities for implementing exploration-preparation phase objectives and activities in the high school curriculum (9-12) through a strategy of infusion or integration into the curriculum. The career education objectives are intended to focus on the learner and the activities are seen as a means for accomplishing this end. The document describes the process used for implementing career education objectives and presents suggestions for activities that can be used in the classroom or as examples for a teacher in developing others. Sample activities are provided for each career education objective. The exploration-preparation phase is composed of activities in self-concept (15 major objectives), world-of-work (11 major objectives), and self and the world-of-work (five major objectives). The activities are presented using the following format: career education objective; several instructional objectives, activity related to each instructional objective; resource materials; and suggestions for student evaluation. (Author/EC)

ED 118 730 CE 005 164

Griffith, William S.

NCA Standards for Adult High Schools: Fostering Diversity and Quality in Adult Secondary Education.

Chicago Univ., Ill. Dept. of Education.

Pub Date 8 Apr 75

Note—8p.; Speech to the Annual Meeting of the North Central Association of Colleges and Schools (80th, Chicago, Illinois, April 8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Standards, Accreditation (Institutions), *Adult Education, Adult Education Programs, Adult Students, Certification, Educational Certificates, Educational Demand, Educational Planning, Equivalency Tests, *High School Equivalency Programs, *National Organizations, Public School Adult Education, Speeches, *Student Certification Identifiers—*Adult Secondary Education, NCA, North Central Association

The full text of a speech regarding opportunities for adults to earn high school completion credentials, delivered to the North Central Association of Colleges and Schools, is presented in the document. The GED program is described in terms of its testing validity and age restrictions. It is stated that although the GED testing approach is a useful one, it is not a universal testing tool because of the stress placed upon reading com-

petency. Adult high schools are discussed in terms of the Policies and Standards for the Approval of Separately Administered Adult High Schools developed by the NCA. It is felt that these standards will allow flexibility and experimentation among member schools, but at the same time provide effective quality controls. Sixteen separately administered adult high schools were accredited in 1974, and a seven year cycle of research and evaluation will be necessary to assess the NCA Standards in action. (LH)

ED 118 731 CE 005 165
Instructional Guide for Autobody Repair.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Apr 73

Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Auto Body Repairs, *Course Content, Course Descriptions, *Curriculum Guides, Educational Programs, Instructional Materials, Learning Activities, *Trade and Industrial Education, Unit Plan

The curriculum guide was developed to serve as a statewide model for Virginia auto body repair programs. The guide is designed to 1,080 hours of instruction in eleven blocks: orientation, introduction, welding and cutting, techniques of shaping metal, body filler and fiberglass repairs, body and frame, removing and replacing damaged parts, basic automotive electricity, upholstery and glass, refinishing, and shop management. Each block presents outlined units of instruction, lecture subject matter, and activities, correlated to a list of instructional aids. The suggested instructional aids include materials such as films, filmstrips, books, pamphlets, manuals, and charts. A 50-page unit guide on automotive refinishing is appended and includes: suggested teaching methods, instructor's lesson plans, student information sheets, an assignment sheet, and tool specifications. (EC)

ED 118 732 CE 005 171

Aerospace/Aviation Science Occupations.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Occupational Education.

Pub Date 72

Note—163p.; Prepared by the Trade and Industrial Education Section

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Aerospace Education, *Aviation Technology, Career Education, Course Content, *Course Descriptions, *Curriculum Guides, Secondary Education, *Unit Plan, Vocational Education

The guide was developed to provide secondary students the opportunity to study aviation and aerospace education from the conceptual and career approach coupled with general education specifically related to science. Unit plans were prepared to motivate, develop skills, and offer counseling to the students of aviation science and occupational aerospace education. The course is designed as a three-year study program comprising Aviation Science One (First Semester, 10 units); Aviation Science Two (Second Semester, 10 units); Occupational Aerospace Three (Second Year, 11 units); Occupational Aerospace Four (Third Year, 14 units). Each unit is outlined under the following headings: teaching unit objectives; recommended prerequisites; teaching unit length; evaluation; teacher competency; instructional materials; general comment; student behavioral objective; and for each objective, content, suggested learning experiences, evaluation techniques, and instructional materials. Texts and audiovisual instructional resources are listed for use in the program as well as tools and equipment needed for the study of aerospace/aviation science. (Author/EC)

ED 118 733 95 CE 005 172

MAVA [Massachusetts Association of Vocational Administrators] 1972 Summer Workshops and Professional Improvement Project. Final Report. Massachusetts Association of Vocational Administrators.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Note—131p.; Not available in hard copy due to print quality of original copy; Photographs in Appendixes A and B will not reproduce in microfiche

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Industrial Arts, *Inservice Teacher Education, Program Evaluation, Questionnaires, *Teacher Workshops, Trade and Industrial Education, Visual Arts, Vocational Education, *Vocational Education Teachers

Identifiers—Massachusetts

The Massachusetts Association of Vocational Administrators (MAVA), with the assistance of the State Division of Occupational Education, developed a series of four-day, in service workshops aimed at vocational teachers throughout the State, and the document provides a final report of this project's first year. Part One covers general information regarding project planning and administration, workshop evaluation, and recommendations for future workshops and proposals for future MAVA projects. The 26 workshops were given at vocational-technical schools throughout the State, with host-school and non-host school directors recruiting participants. Host-school directors and all participants received pre and post-workshop questionnaires, which form the basis for program evaluation and recommendations. Participant responses indicated general satisfaction with the workshops. Part Two provides very brief descriptions of the workshops, which include: Electrical; Auto Mechanics; Auto Body; Clothing; Health Occupations; Data Processing; Graphic Arts; Machine Shop; Wood Trades; Plumbing; Food Trades; Academic; Painting and Decorating; Printing; Beauty Culture; Fashion Dressmaking; Drafting; Metal Fabrication, Welding, and Sheet Metal; and, Electronics. Samples of hand-out materials and administrative documents, including pre and post-workshop participant evaluation questionnaires, are appended. (LH)

ED 118 734 CE 005 174
Basic Learner Outcomes for Career Education.

Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date 73

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Career Awareness, Career Choice, *Career Education, Career Exploration, Career Opportunities, Career Planning, *Educational Assessment, *Educational Objectives, Grade 12, *Secondary Education, State Surveys, *Student Characteristics

Identifiers—Texas

This publication reports the results of a statewide survey in Texas of 6,000 students, parents, educators, and representatives from business and industry to determine what were felt to be the basic components for student development in career education. The survey was conducted by a steering committee for the Assessment of Career Education, which reviewed curriculum literature on career education, visited career education projects, held work-group conferences, and compiled a list of almost 300 student characteristics that could be developed through career education. These outcomes were in turn reviewed and rated in terms of being either basic for all 17-year-olds, desirable for some 17-year-olds, or inappropriate for development in the schools. As a result of this rating process, 177 outcomes were determined as basic, and these have been sorted into nine categories. The document lists the 177 basic outcomes, under these nine headings: (1) Career Planning and Decision Making; (2) Career Information; (3) Job Acquisition and Retention; (4) Attitudes and Appreciation for Career Success; (5) Skills in Human Relationships for Careers; (6) Self-investigation and Evaluation for Career Success; (7) Personal/Work/Societal Responsibilities; (8) Economic Factors Influencing Career Opportunity; and (9) Educational/Career Opportunity Relationships. (LH)

ED 118 735 CE 005 175

Nolfi, George J., Jr. And Others. The Contemporary Role of Proprietary Institutions in Vocational Education in Massachusetts. Final Report of Stage I of a Two-Stage Research Project.

University Consultants, Inc., Cambridge, Mass. Spons Agency—Massachusetts Advisory Council on Education, Boston.

Pub Date Mar 74

Note—110p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Analysis, Educational Policy, *Educational Research, *Proprietary Schools, *Public Schools, Vocational Education

Identifiers—Massachusetts

The report presents the results of the first stage of research into proprietary schools and will be useful to policy makers of Massachusetts as it raises questions, clarifies issues, and compiles available data on the activities of proprietary and public schools in the State. An analysis of the role and activities of proprietary schools will contribute to an understanding of several research issues and policy needs. The questions raised are answered by the analysis of data gathered from students, graduates, and institutional questionnaires, by intensive case studies, and interviews with proprietary and public institutions. Section 1 presents an analysis of the development of interest in proprietary schools and the importance of raising questions about their role in the vocational education system. A review of other research and of the literature is discussed and implications for further research presented. Section 2 describes the initial effort: to quantitatively analyze the proprietary market and its effects on graduates and includes lists of schools and programs in Massachusetts. Section 3 presents available data on the scope and variety of proprietary schools and their relationship to public and non-profit programs. Section 4 provides an overview and summary of the report. (Author/EC)

ED 118 736 95 CE 005 188

Robinson, Mary

Career Education English: Units for Career Exploration in Sixth, Seventh or Eighth Grade.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—151p.; For related document, see CE 005 191

Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Career Exploration, Course Content, Educational Objectives, *English Curriculum, English Education, *Instructional Materials, Integrated Curriculum, Intermediate Grades, Junior High Schools, Learning Activities, Occupational Clusters, *Teaching Guides, Travel, Unit Plan

Identifiers—Film Industry

The guide, designed for sixth, seventh, or eighth grade teachers and students presents six English instructional units for career exploration related to the occupational clusters transportation, communication (2), manufacturing, health, and business and office occupations. The units deal specifically with: the world of travel, the world of advertising, the motion picture industry, oral communication, health services, and personnel administration. Each unit is based on behavioral objectives which are stated as terminal objectives, dealing with the subject matter to be covered, and as specific objectives, dealing with the student performance necessary to reach the terminal objective. The other components of each unit are: list of suggested activities for instructor and student, reference list, information sheets outlining the content of the unit and a brief description of jobs related to the unit, assignment sheets providing specific written activities, job sheets providing creative projects, answers to assignment sheets, a unit test, and answers to the test. Some units also contain a transparency master. Instructions for using the guide and forms and guidelines for field trips, interviews, and resource people are included. (MS)

ED 118 737 95 CE 005 191

Robinson, Mary

Career Education Social Studies: Units for Career Exploration in Sixth, Seventh or Eighth Grade.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

8 Document Resumes

Pub Date 74
Note—135p.; For related document, see CE 005 188

Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth, Stillwater, Oklahoma 74074 (\$3.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Career Exploration, Course Content, Educational Objectives, *Instructional Materials, Integrated Curriculum, Intermediate Grades, Junior High Schools, Learning Activities, Management, Manufacturing, Mass Media, Occupational Clusters, Public Health, Site Selection, *Social Studies, Social Studies Units, *Teaching Guides, Transportation, Unit Plan

The guide, designed for sixth, seventh, or eighth grade teachers and students presents five social studies instructional units for career exploration related to the occupational clusters transportation, communication, manufacturing, health, and business and office occupations. The units deal specifically with: land transportation as a social problem, communication media, locating a manufacturing facility, the public health official, and a career in management. Each unit is based on behavioral objectives which are stated as terminal objectives, dealing with the subject matter to be covered, and as specific objectives, dealing with the student performance necessary to reach the terminal objective. The other components of each unit are: list of suggested activities for instructor and student, reference list, information sheets outlining the content of the unit and a brief description of jobs related to the unit, assignment sheets providing specific written activities and creative projects, answers to assignment sheets, a unit test, and answers to the test. Some units also contain transparency masters or student hand-out sheets. Instructions for using the guide and forms and guidelines for field trips, interviews, and resource people are included. (MS)

ED 118 738 95 CE 005 293
Orientation to Public Service Occupations. Curriculum Guide.

California State Dept. of Education, Sacramento, Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Jun 75
Grant—OEG-0-71-4780(357)

Note—425p.; For related documents, see CE 005 294-299; Revised Edition of ED 079 552

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01431-9; No price given)

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage
Descriptors—*Career Education, Career Ladders, Career Opportunities, Community Services, Course Content, *Curriculum Guides, Employment Qualifications, Government Employees, Human Services, Instructional Materials, Learning Activities, Occupational Clusters, *Occupational Information, *Orientation Materials, *Public Service Occupations, Secondary Education, Tests

Prepared as a tool for implementing a career education program, the guide is designed to help high school students and teachers explore career options available in the public services field. The eight major occupational groups covered in units are: (1) government agency management, (2) social and economic services, (3) educational services, (4) resources management, (5) rural, urban, and community development, (6) public safety, corrections, and judicial services, (7) regulatory services and records, and (8) transportation services. Sections of each unit contain information on the nature of the occupational groups, the types of work performed, the qualifications and preparation needed, the activities engaged in, career ladders, and employment prospects. Each section includes appropriate instructional objectives, content, student learning activities, teacher activities to facilitate management of learning situations, and a list of instructional resources. Appended are: a listing of resource suppliers and 98 pages of suggested multiple choice evaluation questions. Prepared as master copies for duplication, pre- and post-tests are provided for each section of each unit with answers included. (Author/MS)

ED 118 739 95 CE 005 294
Exploration of Public Service Occupations. Curriculum Guide.

California State Dept. of Education, Sacramento, Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Jun 75
Grant—OEG-0-71-4780(357)

Note—298p.; For related documents, see CE 005 293-299

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01432-7; No price given)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—*Career Education, *Career Exploration, Course Content, *Curriculum Guides, Government Employees, Government Role, *Instructional Materials, Integrated Curriculum, Junior High Schools, Learning Activities, *Public Service Occupations, Puzzles, Resource Guides, Secondary Education, Teaching Procedures, Tests, Unit Plan

The guide contains the basic concepts and instructional materials recommended for the exploration of public service occupations at the junior high school level (grades 7-9). The materials can be used as a separate course or can be integrated into the subject areas suggested. The 17 units deal with the functioning of Federal, State, and local governments; public service workers; government health, welfare, and education services; financing of government services; environmental control; community development, law enforcement and corrections; preventing and fighting fires; regulation of people and goods crossing the national boundaries; and the government role in transportation services. Each unit contains instructional objectives, teacher information for course content, suggestions for teaching materials (resource list), teacher management activities, and individual student activities (designed for duplication) that will help to develop an understanding of the attitudes, values, and characteristics which pertain to many careers in public service. Appended are: list of resource suppliers, and a 38-page section providing pre- and post-test evaluation questions for each unit (for duplication) in various puzzle forms with answer keys. (Author/MS)

ED 118 740 95 CE 005 295
Preparing for Public Service Occupations: Common Core. Curriculum Guide.

California State Dept. of Education, Sacramento, Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Jun 75
Grant—OEG-0-71-4780(357)

Note—218p.; For related documents, see CE 005 293-299; Revised Edition of ED 079 547

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01433-5; No price given)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Career Education, Communication Skills, Core Courses, Course Content, *Curriculum Guides, Decision Making Skills, Employment Qualifications, *Entry Workers, Government Employees, Instructional Materials, Interpersonal Competence, Job Application, Job Skills, *Public Service Occupations, Recordkeeping, Resource Guides, Tests, Unit Plan, Vocational Development

The guide was developed to assist those involved in implementing career education programs concerned with public service occupations. The basic instructional material recommended for all areas of public service preparation is presented in nine units: (1) oral communications, (2) written communications, (3) basic report writing, (4) basic record keeping, (5) good grooming, (6) relationships with other people, (7) interviewing skills, (8) applying for public service jobs, and (9) techniques of decision making. The guide offers detailed suggestions for course content, a list of resource materials, and instructional objectives for each unit, as well as teacher and student activities helpful in preparing individuals for entry-level positions in public service occupations. A list of resource suppliers and

a 21-page set of evaluation questions (designed for duplication) with answer keys for each unit are appended. (Author/MS)

ED 118 741 95 CE 005 296
Preparing for Public Service Occupations: Educational Services. Curriculum Guide.

California State Dept. of Education, Sacramento, Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Jun 75
Grant—OEG-0-71-4780(357)

Note—173p.; For related documents, see CE 005 293-299; Revised Edition of ED 079 546

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01435-1; No price given)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Course Content, *Curriculum Guides, Disadvantaged Youth, Human Development, Instructional Materials, Language Arts, Learning Processes, Resource Guides, *Teacher Education, *Teaching Methods, Teaching Techniques, Tests, Unit Plan

The guide, developed to assist those involved in implementing career education programs concerned with public service occupations, contains the basic instructional material recommended for the area of educational services preparation. The units described are: (1) human growth and development, (2) how people learn, (3) the disadvantaged student, (4) instructional methods, (5) basic skills in the language arts, (6) educational techniques and materials, and (7) testing and evaluation. Detailed suggestions for course content, a list of resource materials, and instructional objectives are provided for each unit as well as teacher and student activities helpful in preparing individuals for educational services entry-level positions in public service occupations. Appended are a list of resource material suppliers and a 19-page set of evaluation questions (designed for duplication) with answer keys for each unit. (Author/MS)

ED 118 742 95 CE 005 297
Preparing for Public Service Occupations: Law Enforcement Services. Curriculum Guide.

California State Dept. of Education, Sacramento, Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Jun 75
Grant—OEG-0-71-4780(357)

Note—136p.; For related documents, see CE 005 293-299; Revised Edition of ED 079 549

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01436-0; No price given)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Administrative Agencies, *Career Education, Course Content, Court Role, *Curriculum Guides, Delinquency Prevention, Government Employees, Instructional Materials, Investigations, *Law Enforcement, Occupational Information, *Police, Police Action, *Public Service Occupations, Resource Guides, Tests, Traffic Control, Unit Plan

The guide, developed to assist those involved in implementing career education programs concerned with public service occupations, contains the basic instructional material recommended for preparation in the areas of public safety, correction, and judicial services. The six units deal with: (1) organization and operation of police departments, (2) basic elements and issues in administration of justice, (3) preventive patrol techniques, (4) investigative techniques, (5) traffic direction and control, and (6) delinquency prevention and control. Detailed suggestions for course content, lists of resource materials, and instructional objectives are provided for each unit as well as teacher and student activities helpful in preparing individuals for entry-level positions in public safety occupations. Appended are a list of resource material suppliers and a 15-page set of unit evaluation questions (designed for duplication) with answer keys. (Author/MS)

ED 118 743 95 CE 005 298
Preparing for Public Service Occupations: Social Services. Curriculum Guide.

California State Dept. of Education, Sacramento.
Div. of Vocational Education.

Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington,
D.C. Div. of Research and Demonstration.

Pub Date Jun 75

Grant—OEG-0-71-4780(357)

Note—141p.; For related documents, see CE 005
293-299; Revised Edition of ED 079 548

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 017-080-01434-3; No
price given)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Behavior Development, *Career
Education, Community Organizations, Course
Content, Cross Cultural Training, *Curriculum
Guides, Entry Workers, Government Em-
ployees, Group Behavior, Instructional Materi-
als, Interpersonal Competence, *Public Service
Occupations, Social Agencies, *Social Services,
Social Work, *Social Workers, Tests, Unit
Plan, Welfare Services

The guide, developed to assist those involved in
implementing career education programs con-
cerned with public service occupations, contains
the basic instructional material recommended for
the area of social and economic services prepara-
tion. The units described are: (1) social service
agencies and programs, (2) why people behave as
they do, (3) how groups behave, (4) working
with community organizations and groups, (5) in-
dividual assistance skills, (6) influences on peo-
ple, and (7) cross-cultural skills. Detailed sug-
gestions for course content, a list of resource
materials, and instructional objectives for each
unit are provided as well as teacher and student
activities helpful in preparing individuals for so-
cial and economic service entry-level positions in
public service occupations. Appended are a list of
resource material suppliers and a 17-page set of
unit evaluation questions (designed for duplica-
tion) with answer keys. (Author/MS)

ED 118 744 95 CE 005 299

Administering Public Service Occupations: An Im- plementation Guide. Curriculum Guide.

California State Dept. of Education, Sacramento.
Div. of Vocational Education.

Spons Agency—Bureau of Occupational and
Adult Education (DHEW/OE), Washington,
D.C. Div. of Research and Demonstration.

Pub Date Jun 75

Grant—OEG-0-71-4780(357)

Note—165p.; For related documents, see CE 005
293-298

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 017-080-01447-5; No
price given)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Administrator Guides, Adult Edu-
cation, Advisory Committees, Articulation
(Program), *Career Education, Community In-
volvement, Community Resources, Curriculum
Planning, Junior High Schools, Planning, Pro-
gram Administration, Program Coordination,
*Program Development, Program Evaluation,
*Program Planning, *Public Service Occupa-
tions, Secondary Education, Work Experience
Programs

The guide, developed to assist administrators
and teachers involved in starting and adminis-
tering public service career education programs,
suggests guidelines for utilizing the six curriculum
guides contained in the Public Service Occupa-
tions Curriculum Project. An introductory
chapter discusses public service careers, the
career education concept, program goals and ob-
jectives, program validity, and generalized imple-
mentation. The first chapter deals with planning
in terms of program development and staffing.
Chapter 2 outlines program organization, includ-
ing support services, and program evaluation. The
third chapter, on curriculum, describes the
methods of integrating the public service course
into the existing school program and details the
implementation process. Goals and objectives,
planning, implementation, and student selection
for work experience programs are discussed in
chapter 4. Planning and implementing for in-
volvement of community resources and the use of
a public service advisory committee is the subject
of chapter 5. The development and implementa-
tion of an articulation component and a compila-
tion of information needed by the teacher is

described in detail in the final chapter. The guide
also includes a three-page bibliography.
(Author/MS)

ED 118 745 CE 005 541

Teacher Guide for Business Education, Child Ser- vices, Health Services, Construction Technology (Grades 7-12).

Pleasant Hill School District, Oreg.

Pub Date 5 Sep 73

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Business Education, Career Aware-
ness, Career Education, Career Exploration,
*Child Care Occupations, *Construction
(Process), *Curriculum Guides, Elementary
Secondary Education, *Health Occupations
Education, *Office Occupations Education,
Resource Guides

The guide opens with background information
on the total career program and the school
setting in which it will operate. Based on the
general program philosophy of career develop-
ment through exposure to the world of work, pro-
gram descriptions for the occupational clusters of
office occupations, child care services, health oc-
cupations, and construction technology are pro-
vided. The program descriptions outline: general
program objectives for various grade levels,
course sequence lists, course objectives student
competencies, program prerequisites, work ex-
perience program descriptions and forms, general
ideas and topics for structuring courses, student
evaluation procedures and forms, and resource
lists (books, pamphlets, and audiovisual aids).
(MS)

ED 118 746 95 CE 005 543

Smith, H. Gene And Others

The Development and Testing of a Linear Pro- gramming Technique for Optimizing Occupa- tional Training Program Combinations. Final Report.

Oklahoma State Dept. of Vocational and Techni-
cal Education, Stillwater. Div. of Research,
Planning, and Evaluation.

Spons Agency—National Center for Educational
Research and Development (DHEW/OE),
Washington, D.C. Regional Research Program.

Bureau No—R020184

Pub Date Sep 74

Grant—OEG-0-72-0699

Note—284p.; Not available in hard copy due to
marginal reproducibility of computer printout
pages

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Programs, *Linear
Programming, Mathematical Models, Post Secondary
Education, Program Design, *Program
Development, *Program Planning, Secondary
Education, *Vocational Education

The report describes a project for developing a
linear programming technique and a data base to
facilitate decision making in State level planning
of occupational training programs. The first 32
pages of the report describe the methods and
procedures, results, conclusions, and recommen-
dations of the study and include a brief bibliog-
raphy. The remainder of the document consists of
appendixes which apply the developed technique
to the secondary, collegiate, and part-time adult
occupational training program in Oklahoma. Ap-
pendixes A-F (42 pages combined) consider the
following subjects: budget weighting, participating
schools, determination of sample size, adult
General Aptitude Test Battery sample distribu-
tion, Office of Education and occupation related
data, and card formats. Appendix G (21 pages)
reprints computer summary report listings for the
three program levels with respect to each of the
following objective functions of the model: max-
imizing entry level wages, maximizing job place-
ment, maximizing number of programs, minimiz-
ing costs, and maximizing social benefits. Appen-
dix H (198 pages) further details the report
listings by relating the five program objective op-
tions to each of the following occupational areas:
agriculture, business and office education, dis-
tributive education, home economics, health oc-
cupations, and trade and industrial education.
(JR)

ED 118 747 CE 005 609

Schulz, Russel E. And Others

UH-1 Helicopter Mechanic (MOS 67N20) Job Description Survey: Performance of Specific Maintenance Tasks.

Human Resources Research Organization, Alex-
andria, Va.

Spons Agency—Army Research Inst. for the
Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO-TR-75-13

Pub Date Jun 75

Note—297p.; For the first part of this report, see
CE 006 680; Not available in hard copy due to
marginal reproducibility of appendices

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Aviation Mechanics, *Equipment
Maintenance, *Job Analysis, Job Skills, Job
Training, Military Personnel, Tables (Data),
*Task Analysis, *Task Performance, Training
Objectives

Identifiers—*Helicopter Mechanics

The report is the second of two describing the
results of a world-wide survey of the maintenance
activities of UH-1 helicopter mechanics for the
purpose of studying the relationships among job
requirements, training, and manpower considera-
tions for aviation maintenance. A summary of the
results of the first report is included. The survey
questionnaire administered to 5,030 mechanics
contained a task inventory of 1,323 specific
maintenance tasks and was also designed to ob-
tain information regarding background, expe-
rience, and training of the mechanics and gen-
eral maintenance information concerning the
performance of their jobs. Responses from 2,978
mechanics provided a broad profile of the UH-1
maintenance personnel. Detailed data presented
in the report are based on the responses of 771
personnel, who at the time they were surveyed
were job incumbents performing or supervising
UH-1 maintenance in combat units in Vietnam. A
discussion of the findings and nine general con-
clusions concerning training curriculum develop-
ment are presented in the report. Appended
material (267 pages) includes frequency of per-
formance tables for maintenance tasks presented
according to various maintenance and experience
levels and an examination of the comparability of
the two forms of the job description inventories.
(Author/MS)

ED 118 748 95 CE 006 063

Bernhardt, Edna Erickson

Life Career Planning. You Can Decide. Develop- mental Level K-3.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Missouri State Dept. of Educa-
tion, Jefferson City; Office of Education (D-
HEW), Washington, D.C.

Pub Date 75

Note—73p.; For the rest of the K-3 series, see
ED 105 237-240; For the 4-6 modules, see ED
105 241-243; For the methods and processes
module, see ED 105 236

Available from—Instructional Materials Labora-
tory, University of Missouri—Columbia, 8 In-
dustrial Education Building, Columbia, Missou-
ri 65201 (No price given)

Document Not Available from EDRS

Descriptors—Career Awareness, *Career Educa-
tion, Class Activities, *Curriculum Guides,
Decision Making, *Decision Making Skills, Ele-
mentary Education, Goal Orientation, Instruc-
tional Aids, *Learning Activities, Personal
Values, *Primary Education

The teaching module is part of a set designed
to help educators infuse career education con-
cepts into the existing curriculum. The module is
organized to help students on the K-3 level de-
velop awareness of the decision-making
process. The first learning sequence of the
module deals primarily with basic understandings
and vocabulary related to decision making. The
seven sequential activities were designed to point
to the learner's existing involvement in decision
making, and to increase satisfaction with the out-
comes of decisions. Each activity concludes with
an idea for relating the objective to the world of
work, to help learners experience some awareness
of occupations. The second learning sequence,
comprised of five activities, deals with decision-
making prerequisites. Several value clarification
strategies, as well as goal awareness, are
presented. The concluding ideas are designed to
relate the newly-acquired decision-making skills
to the learner's use of leisure. Each learning
sequence is introduced by objectives and an over-
view. Each activity is organized under the
headings of: class grouping, total time required,
concepts and vocabulary, learner prerequisites,
educator's preparation tasks, materials/resources,

10 Document Resumes

skills, process, and adaptations, and contains detailed suggestions for the teacher. Instructional aids are appended. (Author/AJ)

ED 118 749 CE 006 086
Developing Articulated High School and Post High School Vocational Technical Curricula in Minnesota: Final Report.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date 30 Jun 75

Note—60p.; For the Handbook developed as one of the outcomes of the project, see CE 006 561

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Articulation (Program), *Auto Mechanics (Occupation), Clerical Occupations, *Curriculum Development, Curriculum Research, *Educational Programs, Graphic Arts, Post Secondary Education, Relevance (Education), Secondary Education, Secretaries, Task Analysis, Task Performance, *Technical Education, *Vocational Education

Identifiers—Minnesota

The report describes a project conducted from 1972 to 1975 for vertically articulating curricula in Minnesota's secondary and post-secondary vocational-technical institutions. Central to the project was the construction of valid task inventories for the various vocational programs which would help to ensure that vocational curricula provided the maximum usefulness and minimum cost to the students. During the project's first two years task listings for the hospitality and graphic arts industries were developed and a Handbook for vocational-technical instructors and coordinators was published. During the last two project years a procedure for articulating vocational programs in auto mechanics and clerical-secretarial occupations based on the identification and validation of minimum task based curriculum content was developed. The final accomplishment during the last year was the collection of task inventories, competency lists, and skill profiles. The articulation procedure appears to be reasonable in cost and efficient in terms of time required to complete the procedure. The document contains a five-page bibliography and two appendices: Guide for Articulating Vocational Technical Curriculum in Minnesota, and Task List for an Occupational Program—format example. (JR)

ED 118 750 CE 006 088
DeVore, Paul W.

Technology—Its Impact on Industrial Arts Education.

Pub Date 12 May 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Environmental Criteria, Environmental Influences, *Futures (of Society), *Humanization, *Industrial Arts, *Living Standards, Relevance (Education), Social Change, Social Influences, *Technological Advancement, Technology

Perhaps one of the tragedies of our time is the belated recognition of the importance of technology in the affairs of man. Technology has been and continues to be a powerful force in society. It has changed the way man lives, the way he thinks about himself and others, and his perceptions of the future. We are discovering that continued development of technology has brought about subtle, cumulative, and pervasive changes in both our natural and social environments. And it is these changes which will force reconsideration of the mission of education, including industrial arts. At issue will not be short range consideration of job or career education, but the far more serious and critical issue of the stewardship of society and the spaceship earth. The central problem of our time and the issue which should have the greatest impact on industrial arts education is the search for alternative technologies which meet the needs of human beings and enhance the quality of life in all its dimensions. The problem must be recognized as primarily social and not technological, requiring appropriate social tools to enable human beings to achieve the goal of a humane society meeting human needs and human purposes. (Author)

ED 118 751 CE 006 138
Activities for Career Education: PCE/K-10.

Volume 1.

Portland Public Schools, Oreg.

Pub Date [73]

Note—283p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Art, Career Awareness, *Career Exploration, *Curriculum Guides, Grade 7, Grade 8, Health, Home Economics, Industrial Education, *Integrated Activities, *Integrated Curriculum, Junior High Schools, Language Arts, *Learning Activities, Mathematics, Music, Units of Study (Subject Fields)

Identifiers—Oregon (Portland), PCE, *Project Career Education

The Portland (Oregon) Public School Project Career Education (PCE) guide for grades 7-8 opens with an outline of the eight concepts to be implemented into the curriculum and a brief description of the four interwoven and interdependent life role definitions (vocational, leisure, family, and citizen). This is followed by a sample 7-8 implementation format, an activity evaluation form, a list of national and Oregon career clusters, The National Standard Career Education Model, and a sample career exploration activity format. The body of the document provides integrated career exploration activities in art (13 activities), health (27 activities), industrial education (21 activities), language arts (40 activities), mathematics (18 activities), home economics (32 activities), and music (23 activities). For each activity the theme, grade level, curriculum area, elements, life role, career cluster, purpose, objectives, materials resources, and procedures are outlined. The final section contains two cross reference lists of the activities by curriculum area, project components, elements, and life role and a project component section discussing the goals, concepts, and components (resources, field trips, speakers and speakers guide) of Project Career Education. (BP)

ED 118 752 CE 006 194
James, Frank W.

Job Performance Aid Methods (for Job Guide Manuals and Other Formats).

Air Force Logistics Command, Wright-Patterson AFB, Ohio.

Report No.—DSPD-R-75-1

Pub Date 2 Oct 75

Note—159p.; Some of the diagrams will not reproduce well; Prepared by the Packaging Evaluation Agency

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Composition Skills (Literary), *Direction Writing, Grammar, Job Analysis, Manuals, *Material Development, Paragraph Composition, Task Analysis, *Task Performance, *Technical Illustration, *Technical Writing, Verbs, Visual Aids, Vocabulary, Writing Skills

Identifiers—Job Performance Aids, JPAs

The report provides simplified instructions for writing and illustrating Job Performance Aids (JPAs). JPAs are step-by-step work instructions geared to the intellectual level of the performer and background training aids for psychological task preparedness. The first two sections of the report discuss the origin of JPAs and the principles of task performance analysis. Section 3 gives detailed instructions for writing JPAs which includes guidelines on grammatical form, vocabulary, and format. Section 4 discusses the expanded uses of JPAs, and section 5 presents detailed instructions for illustrating JPAs (lighting, projections, flow diagrams, typography, and layout). Section 6 discusses modifying JPAs to meet ad hoc training requirements. Three appendices comprise more than half the document and include a verb list and a conjunction list (which provide definitions, examples, preference ranks, and synonyms by order of preference: and a sample JPA covering foam-in-place packaging. (JR)

ED 118 753 CE 006 235
The State of Career Education.

Arizona State Dept. of Education, Phoenix.

Pub Date [75]

Note—20p.; For related documents, see CE 006 236-237; Photographs will not reproduce well

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Education, Career Exploration, Community Involvement, *Demonstration Projects, Educational Programs, Elementary Secondary Education, School Community Relationship, *State Programs, Vocational Education

Identifiers—Arizona

The descriptive guide to career education in Arizona elementary and secondary schools briefly

covers each of the following topics: the relationship between career education and the three R's, highlights of a summative evaluation of two career education projects in southern Arizona, community involvement in career education, career education's eight elements, six often asked questions, and the role of vocational education within career education. To illustrate the concept it give brief descriptions of 12 career education projects: work experience, minicourses, community resource utilization, resource services, career clubs, hands-on activities, tutoring, key teacher role, brother-sister programs, bilingual programs, stamp collecting, and a career mobile center. It also includes an excerpt from the U.S. Chamber of Commerce's publication "Career Education." (JR)

ED 118 754 CE 006 236
Career Education Annual Report FY 75.

Arizona State Dept. of Education, Phoenix.

Pub Date Oct 75

Note—38p.; For related documents, see CE 006 235-237; The synopsis included in the report is available separately from the Arizona State Department of Education

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annual Reports, *Career Education, *Educational Programs, Elementary Secondary Education, *Program Evaluation, *State Programs, Statistical Data, Tables (Data)

Identifiers—Arizona

The front matter of the annual report of career education developments in Arizona's elementary and secondary schools consists of a synopsis of Arizona career education activities with bar and pie charts depicting various aspects of the overall career education effort in the State's public schools. The report's first section analyzes the following aspects of career education relating to State legislation: increasing high school career enrollment, making career testing and counseling available, disseminating educational materials related to the world of work, retraining teachers and counselors, providing teachers and curriculum for the world of work, providing coordinators for work experience programs, and coordinating apprenticeship training. Three short sections describe the Arizona Career Education Clearinghouse, the public information report, and highlights of evaluation accomplishments. A statistical summary of career education activity, presented in table form, covers the following topics: involvement of schools, parents, and apprenticeship representatives; involvement of professional staff; development and purchase of career education materials; career testing; student involvement; career observation tours; career speakers; work education students and citizens advisory committees; public information; and Arizona University Projects data. A map of the State plots career education projects in FY 1975. (JR)

ED 118 755 CE 006 237
Summary Evaluation Report of Career Education in Southern Arizona.

Arizona State Dept. of Education, Phoenix.; Behavioral Research Associates, Tucson, Ariz.

Pub Date [75]

Note—16p.; For related documents, see CE 006 235-236; The art work has been altered to make it reproducible

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Planning, Data Analysis, Decision Making Skills, *Educational Programs, Elementary Secondary Education, Instructional Aids, Learning Activities, Parent Influence, Program Effectiveness, *Program Evaluation, Relevance (Education), *Summative Evaluation

Identifiers—Arizona

The data used in the report were compiled from several indices used to evaluate the career education efforts in Pima and Cochise Counties in Arizona. The findings unequivocally show a trend whereby career education exposure enhances occupational knowledge, career awareness, economic awareness, decision-making skills, and realistic career planning and preparation. The data also show that students exposed to career education are more positively oriented toward integrating their educational experience with their future plans. An analysis of eight career education activities (occupational exploration kits, in-class work experiences, career educa-

tion games, career education fairs, community resource speakers, occupational ability/interest tests, occupational films, and occupational tours within the community) demonstrates that their effectiveness varies with students' age. Finally, the data indicate that student goals in the area of educational and occupational achievement are most influenced by parental expectations. (Author/JR)

ED 118 756 CE 006 238
Career Education: An Annotated Instructional Materials List K-12.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Media and Technology.

Pub Date 75

Note—219p.; Prepared by Division of Evaluation and Selection

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Career Awareness, *Career Education, Elementary Secondary Education, Films, Filmstrips, *Instructional Materials, *Resource Guides, Vocational Education

The annotated resource guide contains five sections. The first cites approximately 80 items, mostly sets of filmstrips, for the elementary level. Section 2 cites approximately 140 filmstrips, cassettes, pamphlets, books, kits, and similar materials for the secondary level. Section 3 lists 42 career education films available from the Montgomery County (Maryland) Public Schools film library. Section 4 lists approximately 85 miscellaneous books, monographs, and pamphlets available on loan from the Educational Materials Laboratory of the Montgomery County Public Schools Department of Educational Media and Technology. The last section provides two addresses from which career education materials published by the Federal Government may be obtained. Each listing in the first three sections provides the publisher, vendor catalogue number, grade level, price, and type of material along with the annotation. (JR)

ED 118 757 CE 006 247
Personal Finance Education Guide.

Oregon State Board of Education, Salem.

Pub Date 72

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Business Responsibility, *Consumer Economics, *Consumer Education, Consumer Protection, Course Content, Credit (Finance), *Curriculum Guides, Educational Objectives, Employment, Evaluation Methods, Income, *Learning Activities, Money Management, Purchasing

The guide was developed to aid teachers in planning and developing programs in personal finance education which will prepare students to function as intelligent consumers. Three case studies illustrating common consumer problems are followed by the body of the guide, focusing on five major topics and incorporating economic, social, and physical factors needed for developing consumer skills. Employment and Income covers employment opportunities, obtaining a job, meeting responsibilities for job success, financial security and employment, employment organizations, and employment laws (Federal and State). Money Management includes financial planning, banking and record keeping, savings, investments, insurance, and legal documents. Credit discusses availability of credit, using credit, sources of credit, kinds of credit, credit costs, consumer credit laws, credit records, and solving credit problems. Purchase of Goods and Services includes factors affecting consumer purchases, the role of advertising, guidelines for shoppers, and retail outlets and services. Rights and Responsibilities in the Marketplace covers the role of the consumer in the economy, rights and responsibilities of consumers and sellers, fraudulent and deceptive practices, sources of consumer assistance, and consumer legislation. For each subtopic program goals, performance indicators, suggested evaluation techniques, taxonomy (program content), and suggested learning experiences are provided. A bibliography is included. (EC)

ED 118 758 95 CE 006 248
[Digest of Resource Activities for Career Education]. Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades One Through Twelve.

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V061032

Pub Date Sep 73

Grant—OEG-0-70-5189(361)

Note—152p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Curriculum Development, *Elementary Secondary Education, *Integrated Curriculum, *Learning Activities, Special Education, *Teacher Developed Materials

One hundred forty-two activities in career education which can be incorporated into the regular K-12 curriculum are presented in the document. Ideas for the activities were obtained from teachers in nine Arkansas schools involved in an exemplary career education project. The activities are grouped as follows: separately by grade level for K-9; special education; vocational education; and separately by topic for high school English, social studies, science, math, special education, and electives. Each activity includes information on its source, purpose, materials required, lesson capsule, and observations from teachers who have used the activities. (EC)

ED 118 759 95 CE 006 250
Career Education Curriculum Materials Resource Guide.

Regional Education Service Agency, Region 5, Parkersburg, W. Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Report No—VT-102-404

Pub Date Apr 75

Note—228p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Administrator Guides, *Career Education, Curriculum Development, *Curriculum Guides, Elementary Education, Elementary Secondary Education, Group Guidance, *Integrated Curriculum, Learning Activities, *Regional Programs, *Resource Guides, Secondary Education, Teaching Guides, Unit Plan

Identifiers—West Virginia

A major thrust of the Regional Education Service Agency (RESA) 5 career education project has been the development and field testing of curriculum materials which can be adapted or adopted for use in the classroom setting. The project began operations on July 1, 1973 and was concluded June 30, 1976. The document represents the efforts of Region 5 professional personnel—teachers, counselors, and administrators—in developing a curriculum integrating career education with traditional school subjects. These materials represent a supplemental guide for a comprehensive approach to career education that includes inservice design, guide for administrators, teaching modules, and group counseling sessions. Suggestions for integration of school and community resources are met through utilization of resource speakers and tours of local institutions. Teaching modules are included for primary, intermediate, junior high, and senior high school levels. Topics dealt with in the teaching modules include: (1) primary: self and others, school workers, city government workers, and postal service workers; (2) intermediate: trucking, television, department store, and weather forecasting industries; (3) junior high: environmental, music, newspaper, and construction careers; (4) senior high: job seeking skills; recreation, computer science, and public service careers; and a group guidance unit emphasizing self-awareness. (Author/NJ)

ED 118 760 CE 006 251
Kondras, Robert

The World of Retailing. Publication No. 0011.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-421

Pub Date Jun 75

Note—129p.; Photographs will not reproduce well

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Career Education, *Consumer Education, Consumer Protection, *Course Content, *Curriculum Guides, Junior High Schools, Learning Activities, *Merchandising, Record-keeping, *Retailing, Salesmanship, Teaching Guides

Identifiers—*School Stores

Designed to introduce the world of retailing to junior high school students, the course encompasses three different activities: consumer knowledge, selling, and establishing a school store. Many of the ideas have been used with students in grades 7 and 8. The section on consumer education includes consumer influence and problems, consumer law, and consumer protection. The retail store and selling section presents material on government regulations, record systems, business planning, and merchandising. Each unit includes learner objectives and suggested content and activities. References, worksheets, and forms for use in a retail business are appended. (Author/MF)

ED 118 761 CE 006 257
Cooperative Diversified Occupations. A Related Theory Curriculum Resource Guide for Vocational Education.

Millersville State Coll., Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Report No—VT-102-429

Pub Date 75

Note—184p.; Prepared by the Vocational Education Information Network

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Bibliographies, *Cooperative Education, *Curriculum Guides, Field Experience Programs, Integrated Curriculum, Learning Activities, *Performance Based Education, *Resource Guides, Unit Plan, Vocational Development

The related theory/curriculum resource guide for cooperative education was developed at a workshop conducted by the vocational education information network at Millersville State College during June 1975. It is a guide to provide cooperative education instructors with a framework of related theory/instruction. The guide identifies competencies in nine areas of interest and is structured according to topics, each with a stated objective and identified competencies needed to achieve the objective. The topics are: orientation, career development, acquiring a job, elements of job success, government and you, you as a consumer, free enterprise system, individual development, and use of leisure time. Each competency contains specific learning activities, resources, and methods of evaluation. The flexibility of the guide permits diverse application of the related theory in various cooperative education and other field experience instructional programs. Appendixes include lists of additional instructional resources—books, cassettes, films, slides, and transparencies. (Author/NJ)

ED 118 762 CE 006 259
How About a Check-Up on Your Job-Search Campaign. Are You in Good Shape?

Charles Allen Prosser Vocational Center, New Albany, Ind.

Spons Agency—Indiana State Board of Vocational Education, Indianapolis.

Report No—VT-102-431

Pub Date 74

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Employment Interviews, Employment Potential, *Guidelines, Guides, *Instructional Materials, *Job Applicants, *Job Application, Secondary Education, Student Personnel Services, Vocational Counseling, Vocational Development

Identifiers—*Job Search

The handbook presents guidelines for successful jobseeking. Information is presented to aid the job applicant in developing skills that will increase the chances of finding the job of his or her choice. Topics covered include: sources of employment information; self-evaluation; resume writing; grooming; job interviews; forms; predicting job success; and changing jobs. Instructional materials in the handbook include: an attitudinal inventory, sample resumes and letters, list of typical employment interview questions, a job success checklist, employer's rating form, and a resource guide. (NJ)

12 Document Resumes

ED 118 763 CE 006 265

Kessman, William A.
Building Maintenance. Reading and Language Activities.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-443
Pub Date Nov 75

Note—69p.; For related documents, see CE 006 269, CE 006 272, and CE 006 281

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Custodian Training, *Directed Reading Activity, High School Students, *Language Skills, Learning Activities, Reading Instruction, *Reading Skills, School Shops, Secondary Education, *Special Education, Study Guides, Vocational Development, *Workbooks

The student manual has been designed primarily for beginning students in a high school level vocational program in building maintenance. A workbook for special needs students, the document does not cover all areas of custodial training but has been written for the purpose of refining the basic skills of reading comprehension, vocabulary building, spelling, word usage, and word recognition while relating these skills to some of the tasks a beginning student must know. Some of the building maintenance skills covered include dust-mopping and buffing floors, vacuuming, dusting, and lavatory cleaning. Lessons are intended to coincide with performing the actual activity in a shop situation. (Author/LJ)

ED 118 764 CE 006 266

Pieslak, Raymond F.
About Banking.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-444
Pub Date Oct 75

Note—89p.; For related documents, see CE 006 267 and CE 006 271

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Banking, Course Content, *Deaf Education, Financial Services, High School Students, Investment, *Money Management, *Secondary Education, Special Education, *Study Guides

The student manual for high school level special needs students was prepared to provide deaf students with the basic fundamentals of banking. Five units are presented covering the topics of banks and banking services, checking accounts, other services of banks, savings accounts, and other investments. Each lesson was carefully written for easy reading and comprehension and provides information, vocabulary, and assignment questions for the specific topic covered. (LJ)

ED 118 765 CE 006 267

Pieslak, Raymond F.
About Insurance.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-445
Pub Date Oct 75

Note—89p.; For related documents, see CE 006 266 and CE 006 271

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Consumer Education, Course Content, *Deaf Education, Health Insurance, High School Students, *Insurance Programs, Money Management, Secondary Education, *Special Education, *Study Guides, Unit Plan

The student manual for high school level special needs students was prepared to acquaint deaf students with the various types of insurance protection that will be available to them in their fu-

ture life. Seven units covering the topics of what insurance is, automobile insurance, life insurance, health insurance, social security, homeowner's insurance, and other kinds of insurance are presented. Each lesson was carefully written for easy reading and comprehension and provides information, vocabulary, and assignment questions for the specific topic covered. (LJ)

ED 118 766 CE 006 270

Henderson, Joseph
Building Construction Technology. A Suggested Curriculum.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-448
Pub Date Jul 75

Note—84p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$1.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Associate Degrees, *Building Trades, Community Colleges, Construction Industry, Course Descriptions, *Curriculum Guides, Industrial Education, Junior Colleges, *Post Secondary Education, Teaching Guides, *Technical Education, *Work Experience Programs

This document presents a two-year community college curriculum for training building construction technicians. The technical content is intended to provide the student with an understanding of building construction and expertise as a member of that industry. The technical skills in construction are to be learned as the student participates in a major construction project such as the actual construction of a residential or commercial building supplementing the in-class sessions. The graduates of the program should be able to work closely and discuss the aspects of building construction with engineers and architects. An outline of the two-year set of courses is followed by descriptions of the construction and supporting technical courses and the supporting general education courses of the program. For each course the number of laboratory and class hours are given as well as a general description, objectives of the course, a course outline, the text to be used, and references. Appended are several bibliographies and a list of suggested visual aids. (Author/LJ)

ED 118 767 CE 006 272

Evans, Erma
Typing: What Matters Is How.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-450
Pub Date Jul 75

Note—79p.; For related documents, see CE 006 265, CE 006 269, and CE 006 281

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Employment Qualifications, Instructional Materials, *Learning Activities, Office Occupations Education, *Secondary Education, Skill Development, *Special Education, *Study Guides, Supplementary Textbooks, *Typewriting, Worksheets

The text is a series of minilessons that were developed for high school students with special learning needs. The emphasis is on how to type with interesting messages, illustrations, and analogies used to attract the attention of the learner. Repetition and review are provided for emphasis, reinforcement, and achievement. The student manual is designed to supplement and reinforce a regular textbook. A "quick guide" to the following specific techniques is provided so the sequence of the lessons may be varied: accurate typing, attitude, body position, concentration, effective typing, employment goals, speed, and stroking techniques. (Author/LJ)

ED 118 768 CE 006 278

Larson, C. G. And Others
Distributive Occupations Program Management System. Career Development Programs.
San Mateo Union High School District, Calif.

Report No.—VT-102-457

Pub Date 75

Note—43p.; For related documents, see CE 006 279-280

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Objectives, Business Education, Career Education, Career Exploration, Cooperative Programs, *Course Organization, *Curriculum Guides, *Distributive Education, *Management Systems, Program Evaluation, Resource Guides, Retailing, *Sales Occupations, Secondary Education, Vocational Development, Work Experience Programs

The distributive occupations management system is designed to assist the teacher in the organization and management of the program. It includes measurable objectives which detail the responsibilities of the teacher and students. A broad range of learning experiences in several distributive occupations are provided. Specific units are presented which cover entry-level skill development for the common core elements essential to business and distributive occupations, grocery store occupations, and department store occupations. A cooperative work experience program provides transitional sales and training experiences leading to post high school employment or to advanced training. The objectives in the management system are arranged into nine-week frames to facilitate the collection of evaluation data at the same time as student grades are issued. (Author/NJ)

ED 118 769 CE 006 279

Larson, C. G. And Others
General and Vocational Work Experience Education Programs Management System. Career Development Programs. Revised Edition.

San Mateo Union High School District, Calif.

Report No.—VT-102-458

Pub Date 75

Note—39p.; Revised version of ED 076 816; For related documents, see CE 006 278-280

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Objectives, Career Education, Career Exploration, Course Organization, Curriculum Guides, *Educational Accountability, Evaluation Methods, *Management Systems, Program Administration, Program Evaluation, Resource Guides, Secondary Education, Vocational Development, *Vocational Education, *Work Experience Programs

The guide was designed to serve dual functions: (1) as the plan for the administration and operation of a work experience program for the San Mateo Union High School District for 1975-80, and (2) to assist the staff at all levels in the daily organization and management of work experience programs. The system defines the lines of accountability at all staff levels, including the work experience education teacher, principal, and superintendent of schools. The format provides measurable objectives, stated in performance terms, which outlines the responsibilities of the teacher/coordinator and the students. The objectives outlined for both the teacher/coordinator and the students are arranged in two 18-week time frames to facilitate the collection of evaluation data. The program is designed to accommodate students at either the exploratory, pre-vocational, or vocational preparation level. (Author/NJ)

ED 118 770 CE 006 280

Larson, C. G. And Others
School/Community Service Program Management System. Career Development Programs.
San Mateo Union High School District, Calif.

Report No.—VT-102-459

Pub Date Jan 74

Note—34p.; For related documents, see CE 006 278-279

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Objectives, Career Education, Career Exploration, *Community Service Programs, *Curriculum Guides, *Management Systems, Program Evaluation, *School Community Programs, Secondary Education, *Student Volunteers, Vocational Development

School/community service is a student volunteer program that is part of the career development programs of the San Mateo Union High School District. The purpose of the program is to assist students wishing to volunteer their services to schools and approved community agencies under adult guidance and supervision. The document presents the school/community service program management system designed to assist the

local school teacher/coordinator in the organization and management of the program. It includes measurable objectives which detail the responsibilities of the teacher/coordinator and the students. The program uses a method of instruction that involves cooperative efforts of schools and volunteer community agencies. Students enrolled in this program may volunteer their services as: community aides, instructional aides, or school service aides. (Author/NJ)

ED 118 771 **CE 006 292**
Career Information: Business and Office Occupations. Revised Edition.
 American Vocational Association, Washington, D.C.
 Report No.—VT-102-471
 Pub Date [75]

Note—31p.; Revised edition of ED 099 538
 Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order No. 64375R, \$1.00 ea.; 10% discount on orders of 10 or more.)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Bibliographies, *Business Education, *Career Education, Evaluation, Information Sources, Occupational Guidance, *Occupational Information, *Office Occupations Education, Resource Guides, Resource Materials
 Identifiers—*Career Information

The bibliography of career information lists publications in business and office occupations available from May 1969 through May 1974. It was designed to assist guidance and business and office education personnel to secure relevant, published career information. For each publication included, information is given about the type of publication, year of publication, number of pages, price, and level of vocabulary. In addition, the publications are rated according to the National Vocational Guidance Association Categories on overall adequacy. The organization of the bibliography is by general areas, such as communication, materials support, personnel, and supervisory and administrative management. Lists of general career publications, career reference materials, and publishers are also included. (NJ)

ED 118 772 **CE 006 299**
 Smiley, Margaret
Summer Employment of Ontario Secondary School Students, 1973. Employment Information Series No. 12.

Ontario Dept. of Labour, Toronto. Research Branch.
 Report No.—VT-102-478
 Pub Date Apr 75
 Note—45p.; For related document, see CE 006 300

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Employment Statistics, Foreign Countries, *Occupational Surveys, Participant Characteristics, Questionnaires, *Seasonal Employment, Secondary Education, *Secondary School Students, *Student Employment, Tables (Data), Wages
 Identifiers—Job Search, Ontario

The study examined the labor force participation of Ontario secondary school students during the summer of 1973. A sample of schools stratified by region, size of community, and school type was taken. Within each school in the sample, students in levels 2, 3, 4, and 5 completed questionnaires. The tables presented in the report are based on the distribution obtained from the sample survey. Job search methods, rates of success in finding employment, and the characteristics of that employment were investigated. Comparisons were made with data gathered in a similar survey undertaken in 1969. The results indicated that 78% had either worked or looked for work during the summer of 1973, with the rate increasing with age. In all groups males had higher participation rates than females. Other factors influencing labor force participation were community size and geographic location. The job seeking method most frequently used was direct application, followed closely by family or personal contacts. Overall, 85% who sought jobs were successful. The largest summer employment of high school students in 1973 was the service industry, with trade and primary industries running second and third. Fifty percent of employed students earned an hourly wage of \$2.00 or less. The median wage was \$1.85 per hour for females and \$2.16 for males. The survey instrument is appended. (NJ)

ED 118 773 **CE 006 300**
Wages, Hours of Work and Overtime Pay Provisions in Selected Industries, Ontario, April 1974. Employment Information Series No. 13.
 Ontario Dept. of Labour, Toronto. Research Branch.

Report No.—VT-102-479
 Pub Date [75]
 Note—29p.; For related document, see CE 006 299

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Clerical Workers, Data Analysis, *Employment Statistics, Geographic Distribution, Industrial Personnel, Minimum Wage Legislation, *Occupational Surveys, *Overtime, Tables (Data), *Wages, *Working Hours
 Identifiers—Ontario

A survey was undertaken to obtain information on a number of working conditions including straight-time hourly earnings, weekly hours of work, and initial overtime provisions for non-supervisory employees in selected Ontario industries. The purpose of the survey was to obtain data that would permit an assessment of the direct impact of proposed changes in Ontario's minimum labor standards. For the industries surveyed, data on some or all of these working conditions are provided by sex, office, and non-office employment, full-time and part-time status, and geographic region. The 47 industries surveyed were selected from the mining, manufacturing, wholesale trade, and service sectors. The data refer to the last normal pay period preceeding April 28, 1974. The tables presented in the report are based on the distributions obtained from the sample survey. (Author/NJ)

ED 118 774 **CE 006 301**
 Patterson, Patricia L.

A Description and Analysis of the Women Faculty in Pennsylvania's State-Owned Colleges and University.

Report No.—VT-102-483
 Pub Date 74
 Note—138p.; Ph.D. Dissertation, University of Pittsburgh

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
 Descriptors—Attitudes, *Career Choice, Data Analysis, Doctoral Theses, Educational Background, Job Satisfaction, *Occupational Surveys, *Participant Characteristics, Personal Interests, Questionnaires, Sex Role, *State Colleges, State Universities, Tables (Data), Teacher Characteristics, Vocational Development, *Women Professors
 Identifiers—*Pennsylvania

The purpose of the study was to describe the female faculty in the 14 State-owned colleges and University of Pennsylvania. Information was collected via questionnaire concerning personal backgrounds, academic status, preparation, work experience, attitudes and satisfactions concerning careers, and professional responsibilities and involvement. Questions were also asked about influences affecting choice of career and the effect of being female on their careers. Basic to the research was the assumption that knowledge of the background and characteristics of women faculty would contribute to the goal of greater utilization of women in higher education. It was also felt that information from the study would aid those persons involved in career counseling of women. Among the results obtained, it was found that women faculty: (1) occupied positions relatively lower than the men in their institutions, (2) had chosen careers in higher education based on the expected intellectual challenge and an interest in working with college students, and (3) nine out of ten were satisfied or very satisfied with their careers. A sample instrument selected typical responses, additional tabulated data, and a bibliography appear in the appendices. (NJ)

ED 118 775 **CE 006 302**
 Bobbitt, J. Frank Shapley, Allen E.
Employing Youth in Farm Occupations. Special Paper No. 26.

Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs.
 Report No.—VT-102-488
 Pub Date Apr 75
 Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Child Labor Legislation, *Farm Occupations, *Labor Legislation, Minimum Wage Legislation, School Attendance Legislation, *State Legislation, State Standards, Workmans Compensation, *Youth Employment

Identifiers—*Hazardous Occupations, Michigan
 Federal and State of Michigan regulations related to employing youth in farm occupations are presented in the document. Issues such as minimum wage, minimum age, hazardous occupations regulations, and compulsory education requirements are covered as well as a legal definition of agriculture, social security and income tax regulations, and supervision of youth in farm occupations. Appended is a list of documents addressing these issues. (LJ)

ED 118 776 **CE 006 303**
 Russell, Earl B., Ed. White, Michael R., Ed.
Enhancing the Role of Vocational Education Administrators as Change Agents. Report of Statewide Conference, April 20, 1972, Atlanta, Georgia.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
 Report No.—VT-102-490
 Pub Date 20 Apr 72

Note—89p.; Appendix A, "Educational Change—A Strategy for Study and Action," by John I. Goodlad, has been deleted because it is copy-righted

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Administrator Role, *Change Agents, Change Strategies, Conference Reports, *Educational Change, *Educational Innovation, Questionnaires, Vocational Directors, *Vocational Education
 Identifiers—Georgia

The document contains the proceedings of a Statewide conference on enhancing the role of vocational education administrators as change agents. Conference topics included: "How Administrators Can Overcome Barriers to Educational Change," Henry M. Brickell; "Why Educational Innovations Fail and How They can be More Effectively Implemented," Neal Gross; "Strategies for Change in Vocational Education in Georgia," Earl B. Russell; and "Key Elements for Change in Vocational Education in Georgia: A Synopsis," Gene Bottoms. Appended are: the questionnaire which deals with strategies for change and a summary of the data. A bibliography is also included. (LJ)

ED 118 777 **CE 006 304**
Career Education. Career Preparation and Career Development. K-12.
 Danbury Public Schools, Conn.
 Report No.—VT-102-492
 Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Career Education, *City Wide Programs, *Elementary Secondary Education, *Program Descriptions, Program Development, Program Evaluation, School Policy, Vocational Development
 Identifiers—*Career Preparation, Connecticut (Danbury)

The document presents information pertaining to the program in career education at the Danbury (Connecticut) public schools. The system's organizational chart and policy statement precede descriptions of the elementary, junior high, and senior high programs. Also included are descriptions of inservice teacher training activities, specialized programs, and a discussion of the Danbury career education program's strengths and weaknesses. (LJ)

ED 118 778 **CE 006 305**
 Hollenback, Ruth Ann
An Evaluation of "Home Economics 2 Basic Core Curriculum" by Vocational Consumer and Homemaking Teachers in Oklahoma.

Report No.—VT-102-497
 Pub Date Jul 75
 Note—95p.; M.S. Thesis, Oklahoma State University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Core Curriculum, *Curriculum Evaluation, *Home Economics, Home Economics Teachers, Masters Theses, Participant Characteristics, State Programs, *Surveys, *Teacher Attitudes
 Identifiers—Oklahoma

The major purpose of the study was to obtain from vocational consumer and homemaking teachers in Oklahoma an evaluation of the basic core curriculum prepared for home economics 2 by the Oklahoma State Department of Vocational and Technical Education. Data were collected by means of a mailed questionnaire and personal data information sheet designed to ascertain and

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evaluate teacher attitudes toward the curriculum and obtain a profile of the participants of the study. Fifty percent of the vocational consumer and homemaking teachers from each of the six supervisory districts were selected at random for a total of 200 teachers. A total of 142 responded to the instrument. It was found that the teachers were making extensive use of the curriculum and finding it helpful in most aspects of their teaching. They also indicated they would like the opportunity to participate in the home economics curriculum development. Many of the teachers were in favor of more inservice training to help them use the basic core curriculum to better advantage. (Author/NJ)

ED 118 779 95 CE 006 306
Aller, Curtis C. And Others

An Employment Service Research and Development Strategy.
Center for Applied Manpower Research, Berkeley, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-06-74-25-1; VT-102-498
Pub Date 21 Mar 75
Note—83p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (No price given)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Agency Role, Cost Effectiveness, *Employment Services, Evaluation Methods, *Federal Programs, *Manpower Needs, Needs Assessment, Research Methodology, *State Agencies

Identifiers—*United States Employment Service

The report presents a strategy developed by an outside research group for the manpower administration which would: (1) identify and organize the questions facing the U.S. Employment Service (ES), (2) set priorities among the questions, and (3) outline alternative approaches for answering the questions. The study was undertaken in order to clarify the role of the employment service. Most of the data were collected via visits to State and regional employment service offices. A process of problem identification was conducted in several stages. The main issue discovered during the fieldwork phase was that of setting objectives for the ES. A systematic framework encompassing the four categories of objectives, ES operational activities or services, organization and management, and the labor market in which ES operates was developed. An agenda for further research and development (R and D) activities including performance management, counseling, and intensive services studies is proposed. Four R and D options are described for achieving the goals of developing a clear statement of ES objectives and an operating model of an effectively performing system. Finally, potential problems in managing such an effort are presented. (LJ)

ED 118 780 95 CE 006 308
Greater Milwaukee Metropolitan Area Career

Education Project. Phase 3 Report.
Milwaukee Area Technical Coll., Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-505
Pub Date Jun 75

Note—82p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, City Wide Programs, Inservice Programs, Metropolitan Areas, *Program Descriptions, *School Community Programs

Identifiers—Wisconsin (Milwaukee)

The third report of the greater Milwaukee area career education project documents the phase 3 activities and accomplishments of the project, from October 1974 to July 1975. The following objectives were accomplished. Contact persons have been established in each district to promote career education. Three one-week workshops, two adult career conferences, and a career education seminar for leaders from education, business, industry, labor, and the community were conducted. The publishing of a newsletter has continued, with circulation tripling since the

beginning of the 1973-74 fiscal year. In addition, persons from 35 area schools have used publications and films from the project lending library. The report outlines the objectives and presents the procedures and results with conclusions and recommendations. Project-related materials are appended, making up a large portion of the report. Included are: conference reports and schedules, newspaper clippings, a career education speech and summary, lists of area contact persons and available films, and teacher workshop reports. (NJ)

ED 118 781 95 CE 006 309
Schindler, John And Others

Determination of Required Skills Necessary for Job Entry Level of Employment in the Auto Body Trade. Final Report.

Southwest Wisconsin Vocational-Technical Inst., Fennimore.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-506
Pub Date Jun 75

Note—63p.; Appendixes E and F may reproduce poorly due to quality of original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Area Vocational Schools, *Auto Body Repairmen, Curriculum Development, Educational Needs, Employee Attitudes, Employer Attitudes, *Employment Qualifications, *Entry Workers, Job Skills, *Occupational Surveys, Questionnaires, *Skill Analysis, Vocational Education

Identifiers—Wisconsin

A study to identify the basic skills and tasks that are necessary to obtain job-entry level employment as an auto body technician was conducted at the Southwest Wisconsin Vocational-Technical Institute from March to July 1975. Surveys were distributed to employees, vocational graduates, and employers in the auto body trade. The survey determined basic skills necessary for job-entry level and their degree of importance. In addition to the opinions on the importance of auto body skills, information is presented concerning employee and employer characteristics, graduates' opinions of their training, and suggestions for curriculum revision. A sample of the survey instrument is appended. (Author/NJ)

ED 118 782 95 CE 006 311
Roers, Betty

Descriptive Study of Food Service Equipment Used in Different Types of North Dakota Businesses. Project No. 20.

Devils Lake Public Schools, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-511
Pub Date Jun 75

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Equipment Evaluation, Equipment Manufacturers, *Equipment Utilization, Facility Planning, *Facility Utilization Research, *Food Handling Facilities, *Food Service, Foods Instruction, Laboratory Equipment, Secondary Education, Surveys

Identifiers—North Dakota

A study was made of the equipment used in different types of food service establishments to aid in the selection of equipment for food service classroom instruction. Food service instruction prepares students for food service positions, thus the equipment installed should be similar to that found in North Dakota food service establishments. Fifty-nine establishments in eight communities were personally contacted. Food service employers were asked to give the manufacturer, size, specific uses, frequency of use, and amount of training time required to operate and care for each item of equipment listed. Based on that information, two lists of recommended equipment were constructed. The first list recommends equipment for food service laboratories used for food service training, and the second is for a consumer-homemaking foods laboratory which provides occupational and consumer-homemaking courses. (Author/NJ)

ED 118 783 95 CE 006 313
Leadership for Change. National EPD Seminar Proceedings [AND] Leadership for Change Program [AND] AVA Speech (New Orleans, December 6, 1974).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-514
Pub Date 6 Dec 74

Note—116p.; Photographs will not reproduce well

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Change Agents, *Conference Reports, Educational Legislation, *Leadership, *Seminars, Speeches, *Vocational Education

Identifiers—EDPA, Education Professions Development Act

Presented are the proceedings of the National Education Professions Development Seminar, Leadership for Change, held in December 1974. Transcripts of the speeches given include "Leadership in Vocational Education: Potential for Change," Mary Kievit; "Vocational Education Legislation," Melvin Barlow; and "Leadership in Vocational Education: Avenues for Change," Cayce Scarborough. Small group interaction sessions are described in outline form, panel and committee members are listed, and the evaluation results of the seminar are also included. The Leadership for Change program provides the agenda, lists and other program participants. Supplementing the proceedings is a speech presented by Frank Perazzoli. (LJ)

ED 118 784 95 CE 006 314
Project RACE: Researched Activities for Career Education. Interim Report.

Weatherford Independent School District, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-515
Bureau No.—F6-007-VW

Pub Date 21 Jun 75
Grant—OEG-0-73-5306

Note—184p.; Pages 5 and 6 of Appendix C were deleted because they are copyrighted

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Career Education, Developmental Programs, *Elementary Education, Elementary Secondary Education, Followup Studies, Guidance Services, Job Placement, *Program Descriptions, *Program Evaluation, Resource Materials, School Districts, *Secondary Education

Identifiers—Texas (Weatherford)

Activities of the second year of a career education project in Weatherford, Texas from July 1974 to June 1975 are documented. A counseling component was established at all levels as well as the development of self-awareness and positive attitudes toward work at the K-7 level, career investigation experiences for grade 8, and exploratory experiences and placement and followup programs for students grades 9-12. As a result of the project, the concepts of career education have been widely accepted by teachers and students in the district. Community support for the program has continued to grow as evidenced by voluntary involvement and cooperation in career education activities. During this reported period, the teachers of the district completed a set of curriculum guides and idea books which were distributed to all teachers, K-7, and integrated into the academic disciplines. Appended are project-generated materials including elementary awareness guidelines, resource material listings, a senior level minicourse, senior career planning handbook, and placement and followup data, forms, and correspondence. A third party evaluation report is also included. (NJ)

ED 118 785 95 CE 006 315
Cron, C. Thomas

A Career Education Counseling Project. Interim Report.

Corpus Christi Independent School District, Tex. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-516
Bureau No.—F6-006-VW

Pub Date Aug 75
Grant—OEG-0-73-5255

Note—284p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—*Career Education, Counseling Programs, Developmental Programs, Elementary

Education, *Elementary Secondary Education, Formative Evaluation, *Program Evaluation, Questionnaires, School Districts, Secondary Education, *Statistical Analysis, Tables (Data), *Vocational Counseling

Identifiers—Texas (Corpus Christi)

Covering the period of June 1974 to June 1975, the report and final evaluation document the second year operation of a career education counseling project in the Corpus Christi Schools. The components of the project emphasized awareness and career orientation for K-6, established career resource areas in junior high school libraries, and developed career guidance and placement centers in the senior high schools. Job preparation training for out-of-school youth was provided during evening hours. Appendixes include student and teacher resource lists (20 pages) and sample career guidance materials (8 pages). The final evaluation report (30 pages) presents questionnaire items and rating scales used in the evaluation. The statistical report (155 pages) presents 90 tables which describe the results of questionnaires from each grade level and highlight the individualistic nature of the program which was altered to fit the needs of each school and grade. Appended to the evaluation are student and teacher participation instruments as well as the norm data. (Author/NJ)

ED 118 786 95 CE 006 316
Navara, James L.

A Proposal to Develop and Implement a Comprehensive Career Education Program K-14 in a Three-County Non-Urban Area in Missouri. Interim Report.

State Fair Community Coll., Sedalia, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-517

Bureau No.—F7135VW

Pub Date Jun 75

Grant—OEG-0-73-5311

Note—114p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Education, Developmental Programs, Elementary Secondary Education, Followup Studies, Graduate Surveys, Post Secondary Education, *Program Descriptions, *Program Evaluation, Questionnaires, *Rural Areas, Summative Evaluation, *Surveys, Teacher Response
Identifiers—Missouri

Covering the period of June 1974 to May 1975, the report describes and evaluates the second year activities of a comprehensive K-14 career education project in a three-county rural area of Missouri. As a result of the third party evaluation the following conclusions were reached. The project has had a desired positive impact on teachers in the 10 school districts served, has established communication between project staff and the schools, and has been active and moderately effective in the area of placement services. Considerable use of audiovisual materials was made with 92% of the respondents rating the materials as good or excellent. Inservice training was provided to all professional members in 9 of the 10 districts with the "how to" type of workshops and on-site assistance receiving high ratings. No significant difference was shown from the test data in grades 3 and 9 between nonparticipants and participants on self-awareness, and knowledge about jobs and career decisions. Results of the test data in grade 12 showed significant differences between mean scores of participants and the normative groups. Appendixes include lists of personnel, resource materials, sample survey instruments, other project-related materials/information, and a bibliography. (Author/NJ)

ED 118 787 CE 006 317
Career Interest Survey.

Des Moines Public Schools, Iowa.; Iowa State Dept. of Public Instruction, Des Moines. Guidance Services Section.; Mid-Iowa Council of the Boy Scouts of America, Des Moines.; Polk County Board of Education, Des Moines, Iowa.

Report No.—VT-102-518

Pub Date Aug 73

Note—27p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, Career Choice, *Classification, *Occupational Clusters, *Occupational Information, *Recreational Activities, Secondary Education, Student Interests, *Vocational Interests

Identifiers—Iowa (Polk County)

The career interest survey consists of an expanded list of occupations and was developed to provide information to assist secondary school counselors and the exploring division of the Boy Scouts of America in developing career awareness and exploration programs and activities in the Polk County schools. The United States Office of Education's 15 occupational clusters with their respective occupational breakdowns were used in compiling the booklet. Since a student's recreational interests are of importance to cooperating agencies, an additional section on recreation and hobbies was added to the classification system. The purpose of the document is to assist students in selecting their first and second career interest choice and their recreational choice each fall they are enrolled in secondary school. It is suggested that a record of the student's interests be kept in the student's permanent file. (Author/LJ)

ED 118 788 CE 006 319

Tartaglione, Arthur Paul, Jr.

Project I.C.E. (Investigating Career Education). Final Report 1974-1975.

Catholic Diocese of Providence, R.I.

Report No.—VT-102-523

Pub Date Jun 75

Note—81p.; Not available in hard copy due to marginal reproducibility; Some pages will not reproduce well due to broken type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Catholic Schools, Comprehensive Programs, Middle Schools, Participant Satisfaction, *Pilot Projects, *Program Descriptions, *Program Evaluation, Questionnaires, Secondary Education, Surveys

Identifiers—Rhode Island (Providence)

Five high schools and three middle schools participated in a career education project conducted during 1974-75 in the Catholic Diocese of Providence, Rhode Island. The program was designed to aid students in the development of maximum awareness of self and of community. During the first project year, an awareness of the concept of career education was communicated to the personnel of the pilot schools through conferences, meetings, and workshops. A resource center of career education materials was established, and a newsletter was developed and disseminated. The report contains a description of the overall operation for the year, as well as individual profiles and evaluations from each of the eight pilot schools. (NJ)

ED 118 789 95 CE 006 320

Finley, Murray H.

State of Rhode Island Vocational Education Part D. Final Report.

Rhode Island Coll., Providence. Center for Evaluation and Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

Report No.—VT-102-525

Pub Date Aug 75

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Education, Educational Objectives, *Elementary Schools, Elementary Secondary Education, *Program Evaluation, Resource Materials, School Surveys, *Secondary Schools, Summative Evaluation
Identifiers—*Rhode Island

Covering the time period of May 1974 to August 1975, the document is an evaluation report of eight career education projects in Rhode Island elementary and secondary schools funded under part D of the Vocational Amendments Act of 1968. The evaluation data were collected by on-site visits and teacher observations. Unstructured interviews were conducted with all project directors and with nearly all teachers. Information provided by evaluation forms, completed by the project directors and teachers, enabled the evaluator to compile a list of all published and in-house-developed materials reported by the participating schools. The report contains evalua-

tions of each of the individual projects, with objectives and accomplishments, and includes forms used in data collection, and a bibliography of career education resource materials. (NJ)

ED 118 790 95 CE 006 321

Wilson, Jack A.

Improving the Administration of Vocational Education at the State Level. Projects Supported in Fiscal Year 1975 Under Authority of Section 131(A) of Part C of the Vocational Education Amendments of 1968.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Report No.—VT-102-528

Pub Date Sep 75

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Abstracts, Educational Administration, Federal Aid, *Management Information Systems, Program Descriptions, Program Improvement, *Research Projects, State Federal Support, *State Programs, Vocational Directors, *Vocational Education

Research and development projects for improvement of the administration of vocational education at the State level are described in the report. These projects, supported by the Office of Education for fiscal year 1975, are efforts to develop management information systems that will make available to State administrators information to aid in the planning and evaluation of vocational education programs. The report presents analyses of 23 projects conducted by State education agencies, colleges and universities, and nonprofit institutions in the design, development, and testing of comprehensive education management and information systems. Abstracts of the funded projects are included in the appendix, and contain information on the objectives or purposes of the individual projects, the procedures, and the expected project contribution. (NJ)

ED 118 791 CE 006 322

Educational Impact. A Report of the Southwide Research Coordinating Council on the Impact of Selected Vocational Research and Development Activities.

Southwide Research Coordinating Council for Occupational Education, Frankfort, Ky.

Report No.—VT-102-529

Pub Date Aug 75

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Abstracts, Federal Aid, Program Descriptions, Program Evaluation, *Research Coordinating Units, *Research Projects, *Southern States, State Programs, *Vocational Education

Identifiers—*Southwide Research Coordinating Council

The casebook attempts to demonstrate the value of research and development for vocational education by examining selected projects conducted in the southern States that comprise the Southwide Research Coordinating Council. Resumes of the 26 projects carried out by the research coordinating units of 14 States are presented: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Included for each project is the following information: agency, project director or contract person, duration, funds, project's purpose, and a statement assessing the impact of the project in terms of its overall contribution to education. (NJ)

ED 118 792 95 CE 006 323

On the Effective Use of Advisory Committees. A Manual for Business and Office Education Teachers. Business and Office Education. Bulletin 20.

Kent State Univ., Ohio.; Ohio State Dept. of Education, Columbus. Business and Office Education Service.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-530

Pub Date [75]

Note—67p.

Available from—Instructional Materials Laboratory, Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210. (\$1.55)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

16 Document Resumes

Descriptores—*Advisory Committees, Bibliographies, *Business Education Teachers, *Guidelines, Manuals, *Program Improvement, Resource Materials, School Community Cooperation, *Vocational Education

The bulletin was written for business and office instructors, coordinators, and other school leaders who are initiating or have already established a local advisory committee to improve vocational education. The bulletin is designed to provide step-by-step guidelines for the effective use of an advisory committee. Introductory material is presented to explain specific advisory committees and to suggest ways an advisory committee can help the local school. Techniques of organization and operation are presented as general suggestions. The bibliography consists of annotated citations, additional resources, and a section on what every chairperson should have. Appendixes include samples of letters of invitation, meeting announcement, and acceptance; an agenda for the first meeting; meeting checklist; minutes recording form; minutes; suggestions for committee handbook; and sample letters and agenda for a second meeting. (Author/LJ)

ED 118 793 CE 006 324

Evaluation of BHQ Career Education Project.
Educational Research and Development Associates, West Chester, Pa.

Report No.—VT-102-532

Pub Date Jul 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Education, Elementary Secondary Education, Program Descriptions, *Program Evaluation, Summative Evaluation
Identifiers—Pennsylvania (Allegheny County)

The third party evaluation report of the BHQ (Baldwin-Whitehall, Highland, and Quaker Valley) Career Education Project, a K-14 career education project in Allegheny County, Pennsylvania, is presented in the document. Included in the report are discussions of the background and history of the project, a description of the evaluation design, and the presentation of the tabulated data. Several problems were encountered in conducting the evaluation. Funding reductions caused restriction of evaluation activities resulting in an emphasis on student outcomes and little evaluation of process or management. Also, the evaluation guidelines and scope of work statement were released too late to allow for evaluation of the entire year's activities. (NJ)

ED 118 794 95 CE 006 325

Bursch, Joshua M., II.

Minority Small Businessmen and Available Entrepreneurial Aids and Their Sources: Maricopa County and Selected Indian Reservations. Final Report.

Arizona State Univ., Tempe.

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-534

Pub Date 30 May 75

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*American Indians, *Business Administration, *Community Surveys, Educational Interest, Educational Needs, *Financial Needs, Financial Support, Inner City, Management Development, Mexican Americans, *Minority Groups, Questionnaires, Reservations (Indian), Secondary Education

Identifiers—Arizona (Maricopa County), *Entrepreneurs, Small Businesses

The report identifies the entrepreneurial needs of minority small businessmen in Arizona's Maricopa County and selected Indian reservations, the entrepreneurial aids available from public and private organizations, and implications for future planning by the State Department of Education. Data were gathered from surveys of organizations and minority small businessmen. About three-fifths of the businessmen surveyed were sole proprietors and approximately the same number had been in business since 1970 or earlier, most frequently in the areas of retail trade and services. Most of the sole proprietors indicated a need for training services and all of the businessmen indicated a need for financial aid in the form of loans or grants. Respondents agreed that high school courses should be related to appropriate career opportunities and that business skills, specifically marketing and management develop-

ment, be taught in the high schools. However, job placement was viewed as the responsibility of government rather than the school. The report concludes with a recommendations to help improve and extend entrepreneurial aids to minority small businessmen, including continuing business skills training programs in the high schools. The two survey forms used in the project are appended. (Author/MF)

ED 118 795 95 CE 006 326

Nogales Public Schools Exemplary Program. Final Report 1974-75.

Nogales High School District 10, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-539

Pub Date 75

Note—86p.; Not available in hard copy due to marginal reproducibility; For related document, see CE 006 327

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Demonstration Projects, Developmental Programs, *Dropout Prevention, Intermediate Grades, *Job Placement, *Program Descriptions, *School Community Cooperation, Secondary Education, Student Reaction, Teacher Improvement, Tutorial Programs, Vocational Counseling
Identifiers—Arizona (Nogales)

The purpose of the Nogales (Arizona) dropout prevention program was to include business, government, labor, and community groups in a collaborative program to provide intermediate and secondary schools with access to the resources of private and public employers. The primary objectives of the project were to achieve a 50% reduction of the dropout rate and to achieve a 75% successful placement of students in the target population. Two main activities comprised the project: (1) the student phase component which included work experience, career information, and career and placement services; and (2) the teacher-counselor component which helped guidance and counseling personnel become more familiar with the world of work. The report indicates that most of the objectives were met. However, it was the opinion of the staff that project and district counseling services had to be unified to better meet the needs of the students. The document describes the tutorial assistance program and presents data collected during the project in the form of tables and graphs. (LJ)

ED 118 796 CE 006 327

Nogales Dropout Prevention Guide.

Nogales High School District 10, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-540

Note—25p.; For related document, see CE 006 326; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Education, Counseling Programs, *Dropout Prevention, *Dropout Programs, Guidance Centers, Independent Study, *Job Placement, *Program Descriptions, Program Guides, Secondary Education

Identifiers—Arizona (Nogales)

Descriptions of the Nogales dropout prevention program, including activities of the career counseling center and causes for dropping out of school, introduce the guide. The goals and objectives of the independent study center for potential dropouts include giving assistance to students so they may complete their high school education and guidance so they may successfully enter a postsecondary career. Policies for some of the processes of the program including the referral system to the independent study center or other agencies, promoting reading efficiency, career education, tutoring, and marriage and pregnancy are explained. Most of the information about the program is repeated in a format addressed to the potential student dropout. (LJ)

ED 118 797 CE 006 328

Gagliardi, Vincent M.

Career Education Program. Troup Middle School. Final Report.

New Haven Public Schools, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Report No.—VT-102-536

Pub Date 1 Jul 75

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Career Education, *Inner City, Interdisciplinary Approach, *Middle Schools, Occupational Clusters, Parent Participation, *Pilot Projects, Post Testing, Pretesting, Program Descriptions, Program Evaluation, Questionnaires, Secondary Education, Team Teaching, *Tests

Identifiers—Connecticut (New Haven)

The report describes the planning, development, implementation, and evaluation for the 1973-74 school year of a pilot program in career education for an inner city middle school. Career education was infused into the ongoing curriculum in a team-taught interdisciplinary approach. Career clusters were related to the major academic areas utilizing community resource personnel in the school setting, while field trips provided first-hand experience. Parents participated by assisting with clerical duties, accompanying students on field trips, and sharing personal work experiences. Interest surveys and occupational cluster pretests were administered to all students. In program assessment, some of the techniques employed were: evaluation of student's participation, staff meetings, participation and response of parents, community participants' critique, and pretesting and posttesting of student participants. A considerable majority of students improved their scores on the career clusters posttests. The pretests for each of the eight clusters are appended, along with the student preprogram inventory, and the staff and parent questionnaires. (NJ)

ED 118 798 CE 006 331

Jernberg, Donald E.

Special Vocational Program for Handicapped Youth and Adults. Revised Edition.

Salina Area Vocational-Technical School, Kans.

Pub Date Sep 75

Note—31p.; Some pages may not reproduce clearly due to quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Objectives, *Handicapped Students, Mentally Handicapped, Physically Handicapped, *Program Descriptions, *Student Evaluation, *Technical Education, Vocational Counseling, *Vocational Education, Work Experience

Identifiers—Kansas (Salina), Salina Area Vocational Technical School, *Work Samples

The Salina Area Vocational Technical School has a special vocational program which provides selected vocational training courses for students with physical, emotional, or intellectual handicaps. The program offers vocational counseling, placement services, work evaluation, job readiness training, and vocational training tryouts. Vocational training tryout classes (described in terms of length and tasks involved) include: food service, commercial art, aircraft fabrication, offset printing, custodial maintenance, auto-body repair, small engine repair, welding, diesel mechanics, nursing aides, and drafting. Handicapped students who have successfully completed the work evaluation and exploration phases of the special program are then qualified to enter the regular vocational training program, which includes regular, modified, and short-term courses. A training tryout evaluation sheet, an outline of the vocational training objectives and procedures, and a listing of the educational interpreting services available are included. (LH)

ED 118 799 CE 006 332

Manual of Operation. Ohio Vocational Home Economics: Consumer, Home Making, and Job Training. Revision.

Ohio State Dept. of Education, Columbus. Home Economics Section.

Pub Date 75

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adult Education, Articulation (Program), Consumer Education, Daily Living Skills, Disadvantaged Groups, *Guidelines, *Home Economics Education, *Occupational Home Economics, Post Secondary Education, Program Administration, *Program Descriptions, Program Development, Secondary Education, *State Programs, Teacher Certification
Identifiers—*Ohio

Guidelines are presented for establishing, expanding, and evaluating vocational home economics instructional programs in Ohio. The administrator and teacher-directed manual incor-

porates the most recent policies and procedures for programs at the secondary, postsecondary, and adult level. An outline presents an overview of the types of programs, program scope, students, and State and local administrations involved. A resource list, a description of the Future Homemakers of America, and standards for vocational home economics teacher certification in Ohio are presented. Organizational information and descriptions are outlined for the following programs: dual role consumer and homemaking programs, for ninth and tenth graders; job training programs, preparing high school students for home economics related occupations; impact home economics programs, aimed at improving the self-image of economically disadvantaged seventh through ninth graders; adult programs, including homemaking, job training, and family life education courses; and technical programs, preparing paraprofessionals in two-year, post-high school programs in child development and food service. Sample forms necessary for program implementation are appended. (LH)

ED 118 800 CE 006 333

Granberg, Grace, Ed.

Guidelines for Teaching Personal and Family Money Management (Consumer Education) in Junior and Senior High School Homemaking Classes. Second Edition, Revised.

Washington State Coordinating Council for Occupational Education, Olympia. Div. of Vocational Education.

Report No.—HE Bull-25

Pub Date Jan 71

Note—131p.; Prepared by the Home and Family Life Section

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Behavioral Objectives, *Consumer Education, Curriculum Development, Educational Principles, Family Life Education, *Home Management, *Learning Activities, *Money Management, Resource Materials, Secondary Education, *Teaching Guides, Teaching Methods

The primary objective of the guide is to help teachers and administrators identify scope and plan for sequence in learning experiences in teaching consumer aspects of personal and family money management in grades 7-12. Behavioral outcomes and principles at the beginning (you), intermediate (your family), and advanced (your future) levels of learning are presented for the following areas of concentration: (1) managing personal and family money to meet family needs, (2) individual and family save for the future, (3) individual and family using credit, (4) how insurance protects the individual and family, (5) consumer buying, (6) social security and family security, (7) meeting long-term goals through investments, (8) individual and family role as a taxpayer, (9) a major investment—a home, and (10) legal aspects of personal and family finance. Each subject area is arranged with a general representation of its behavioral outcomes and general principles at the different levels of learning and is followed by separate sections for each level elaborating on its principles (generalizations), learning experiences (including evaluation), and resources for learning. Resource materials referred to in the text, additional resources, film, and filmstrips are appended. (EC)

ED 118 801 CE 006 334

Calhoun, Calfrey C. And Others

Consumer Education Resource Guide, K-12. A Multi-Disciplinary Approach.

Georgia Univ., Athens. Center for Family Finance Education.

Pub Date Jun 72

Note—263p.

Available from—Department of Home Economics Education, or, Department of Business Education, College of Education, University of Georgia, Athens, Georgia 30601 (\$2.50)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Behavioral Objectives, *Consumer Education, Educational Objectives, *Elementary Secondary Education, Family Life Education, Home Management, *Learning Activities, Money Management, Objective Tests, *Resource Guides, *Teaching Guides

The guide suggests methods and resources for planning learning experiences in teaching consumer education to students at the K-12 levels. The major topics and related areas are: (1) financial planning (estimating income, estimating ex-

penses, establishing goals, making decisions, and making the financial plan); (2) buying (importance of planned buying, developing shopping skills, obtaining buying information, and protecting the consumer); (3) borrowing (concept of credit, types and sources of credit, cost of credit, and wise use of credit); (4) protecting (assets that need protection, understanding and selecting insurance, types of insurance, consumer protection, and wills and estate planning); (5) investing and saving (reasons for saving and investing, deciding how much to save or invest, and deciding where to save or invest); and (6) sharing (types of public services, taxes that pay for public services, and collection and distribution of tax monies for public services). Behavioral objectives and learning experiences are suggested for the related areas of each topic and presented in grade levels groupings: K-3, 4-6, 7-9, and 10-12. A bibliography on each of the topics concludes each section. Pre/posttests and answer keys for each subject area and addresses for materials are appended. (EC)

ED 118 802 CE 006 335

Knowledge and Policy in Manpower: A Study of the Manpower Research and Development Program in the Department of Labor.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Dept. of Labor Manpower Research and Development.

Pub Date 75

Note—178p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Evaluation Criteria, *Evaluation Methods, Federal Legislation, *Federal Programs, Labor Force, Labor Problems, *Manpower Development, Manpower Needs, Policy Formation, *Program Descriptions, *Program Evaluation, Program Improvement

Identifiers—Manpower Research, *Office of Manpower Research and Development, OMRD

The document presents an analysis of the progress in the research and development (R & D) efforts of the Department of Labor as embodied in the Manpower Development and Training Act, which combined an inquiry system and a mission-oriented operating system in a single agency. The analysis is presented in two parts. Part 1, The Manpower R & D Program: An Evaluation, discusses some issues related to social science R & D in government and to manpower policy and manpower study. Factors for evaluating R & D programs and major objectives of manpower policies are identified. Findings based on the accomplishments of the Office of Manpower Research and Development (OMRD) are discussed, and recommendations to improve the program are given. Part 2, Manpower R & D in a Mission Setting, provides an historical account of the institutional and policy context within which the manpower R & D program has operated. Labor issues that have affected the Department of Labor and future manpower problems are reviewed. The major characteristics of OMRD are examined: (1) the R & D program; (2) budget, legislative mandate, interactions, and staff capabilities; (3) management (planning, implementation, and dissemination of results); and (4) utilization of OMRD project results. Methods and sources used in the study are appended. References are included. (Author/EC)

ED 118 803 CE 006 336

Todd, Larry, Ed.

Program Planning Guide for Florida Vocational Home Economics Education.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jan 72

Note—161p.; Prepared by the Home Economics Education Department

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Behavioral Objectives, Consumer Education, Course Descriptions, Educational Accountability, Educational Assessment, *Elementary Secondary Education, Flow Charts, *Guidelines, Home Economics Education, *Occupational Home Economics, *Program Content, Program Guides, *Program Planning, State Standards, Teacher Education, Teacher Education Curriculum, Teacher Qualifications, Teacher Role

Identifiers—*Florida

The planning guide contains basic materials that are being used in vocational home economics education. Part 1, Program Planning, discusses goals for education in the nation and Florida, homemaking as an inherent component of vocational education, and vocational home economics (guidelines, funding, student organizations, and Florida goals). Graphic presentations include: scope chart of Florida vocational home economics, a career education model, curriculum development chart, and conceptual flow charts for early childhood through late adolescence in the educational areas of human development, management and family economics, food and nutrition, housing and home furnishings, and textiles and clothing. Comprehensive continuums of performance objectives are presented for the same educational areas. Course content by levels and course descriptions for K-12 and adult courses conclude Part 1. Part 2, a Teacher Handbook, describes the Vocational Education Amendments of 1968, educational assessment and accountability, instruction in vocational home economics, accreditation standards, and Florida Teacher Education Advisory Council guidelines. Also presented are State adopted text materials, components of individualized instruction, consumer education concepts, sources of research, promotion of home economics, other aspects of the program, guidelines for middle school programs, professional organizations, management of the home economics department, and names of the State home economics education staff. (MS)

ED 118 804 CE 006 337

Course Notes and Suggestions for Consumer Education.

Sweetwater Union High School District, Chula Vista, Calif.

Pub Date [71]

Note—177p.; Pages 2 and 187 are missing

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Consumer Education, *Curriculum Guides, *Learning Activities, *Resource Guides, *Secondary Education

Identifiers—California (San Diego)

The document is a guide to a consumer education course; the course format is a series of several activity-based miniunits for each of 15 instructional areas: components of life styles, decision making, settling conflicts, budgeting, handling and controlling family income, credit, interest rates, savings institutions, family financial security, investment, effective consumerism, advertising, consumer aids and protection, legal relations, and consumer guides. There are more activities listed for each instructional area than can be completed in the time indicated, so that teachers may choose the activities most effective for their own situations. Each instructional area is introduced by its course goal and behavioral objectives, followed by several miniunits, and an annotated resource list. The one-page miniunit format is: area, topic, time, behavioral objective, performance objectives, activities, and resources. The learning activities teach effective consumerism by student participation in the marketplace, either by hypothetical or actual selection, comparison, and evaluation. A community resource list for the Greater San Diego (California) area and suggested uses for such innovative materials as the telephone book and the mail order catalog complete the guide. (AJ)

ED 118 805 CE 006 338

Planning Guide for Consumer Education, Grades K-12.

Framingham State Coll., Mass.; Westborough Public Schools, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date [71]

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Consumer Education, *Curriculum Guides, *Elementary Secondary Education, Learning Activities, *Resource Guides, Teacher Developed Materials

Identifiers—Massachusetts (Westborough)

The guide to planning a consumer education program for K-12 was developed by teachers in a Massachusetts school district during a series of workshops; direction was provided by the results of a parent questionnaire. The document is comprised of a resource guide and three outlines of concepts and generalizations to be developed in

consumer education, with corresponding learning experiences suggested. There is an outline for each of three grade levels: K-4, 5-8, and 9-12. The resource guide, which comprises the second half of the document, lists textbooks, curriculum guides, audiovisual and multimedia materials, magazines, bibliographies and directories, learning packages, government publications, pamphlets, booklets, and articles. Sources for these materials are given, and, in some cases, prices are indicated. The resource guide includes a list of instructional materials developed in the workshops, for use by local teachers. (AJ)

ED 118 806 95 CE 006 339
 Bosco, J. A.

An Evaluation of Regionalization in Staff Development in Adult Basic Education.

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 75
 Grant—OEG-73-5213(Spear)

Note—53p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Adult Basic Education, *Program Evaluation, Program Planning, Questionnaires, *Regional Planning, *Regional Programs, Role Perception, Staff Improvement, *Staff Utilization

An instrument for future planning and policy formation for adult basic education (ABE) staff development at national/regional levels, the assessment determined which current objectives, processes, and products proved most effective and offered the greatest potential. The basic evaluation design was established by the Center for Resource Development in Adult Education; assessment was conducted by a third party evaluator. Using a basic Discrepancy Evaluation Model, the study examined the success of regionalization as it is tied directly to organization fidelity, sensitivity, and role fulfillment. Each of the 10 regional projects submitted copies of proposals and evaluation reports and engaged in field visitation interviews. Questionnaire data are presented, and a copy of the interview is included in the appendixes. It was concluded that regionalization is a viable concept for problem solving, but the arbitrary use of the 10 Federal regions is not the most efficient way to create the number of regions. Generally, there was a basic discomfortableness and degrees of dissatisfaction with regionalization. Moreover, there was a basic lack of understanding of the concept of regionalization. Positive conflict was not perceived and rationally approached, as the basic approach was to minimize conflict rather than to incorporate it into regional planning. (EA)

ED 118 807 CE 006 340
Home Management and Consumer Education in Rural Development Programmes: Latin America. Nutrition Information Documents Series No. 5.

United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date 72

Note—84p.; Some of the appended materials are marginally reproducible

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adult Education, Annotated Bibliographies, *Consumer Education, Course Descriptions, Curriculum Development, *Developing Nations, *Field Studies, *Home Management, Program Descriptions, Questionnaires, Resource Guides, *Rural Family Identifiers—*Latin America

The report represents a preliminary study of a three-month consultative intended to review field experiences in selected Latin American countries for teaching rural families home management/consumer education concepts and to collect materials based on experiences. A detailed account is presented of the projects visited in Mexico, Argentina, and Chile. Information collected through correspondence also is included on Brazil, Colombia, Peru, and Venezuela. Although interest in home management/consumer education is increasing in Latin America, many misconceptions exist about its meaning and importance. With the exception of Argentina, field experiences appeared as isolated cases rather than a part of a broader program. Important limitations were inadequate training of home agents and lack of educational materials/training

aids. Suggestions are presented for developing units for teachers and change agents and kits for teachers and learners. Three suggested key concepts for program development are an integrated, interrelated, problem-centered approach. Approximately half of the document consists of six appendixes: list of contracts; sources of materials, references, and information; selected and annotated bibliography (Spanish references in Spanish); a copy of the data collection questionnaire (in Spanish); a consumer education essay; and an inventory of home management activities in Latin America. (EA)

ED 118 808 CE 006 341
 Finch, Curtis R. Bjorkquist, David C.

Review and Critique of Context and Input Measures in Evaluation.

Pub Date [75]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Decision Making, *Educational Objectives, Evaluation Methods, Experimental Programs, Management by Objectives, Measurement, Needs Assessment, *Program Development, *Program Evaluation, *Program Planning, *Vocational Education

Context and input measures offer potential for vocational education program evaluation. Problems of measurement in context evaluation are primarily related to decisions on the appropriateness of data and how data should be interpreted. When program goals have been established, input evaluation is used to determine how available resources can be best employed to achieve those goals. Data for input evaluation usually are not available from existing sources and must be generated within the program. Five suggested methods are: group consensus, expert judgment, literature and program examination, management by objectives, and pilot experimental efforts. Literature and program examination, group consensus, and expert judgment are intended to solve the problem of cataloging the possible ways in which resources can be applied as well as to secure judgments about the potential of selected resource usage. A management by objectives stage or pilot experimental effort could follow with the allocation of specific resources applied to the achievement of intended outcomes. Both approaches have the advantage of generating a system for committing resources and examining the results of those commitments. Context and input evaluation, systematic ways of measuring the variables involved, will help in making improved program decisions. (EA)

ED 118 809 95 CE 006 342
Consumer Education. Spanish Edition.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—106p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Consumer Education, Curriculum Guides, Disadvantaged Youth, Educationally Disadvantaged, *Instructional Materials, Lesson Plans, Secondary Education, *Spanish Speaking, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The teacher directed manual suggests lesson plans in the area of consumer education and is designed to provide appropriate basic educational materials for Spanish speaking, educationally disadvantaged students. Originally designed for use in adult basic education classes, each unit contains background material for the teacher, a detailed lesson plan, work sheet masters, and discussion questions. Material which is to be presented orally to the student or read by the student appears in Spanish, with all other material in English. The following topics are presented: Buying on Time, The Retail Installment Sales Contract, Shopping for Money, Getting More for Your Money, Banking Services, Fraudulent Selling, Shopping for Clothing, Shopping for Food, Sales: Discount and Seasonal, and The Landlord-Tenant Relationship. The text to accompany the filmstrip "Getting Credit;" instructions for developing a flipchart titled Shopping for Money; and suggestions for using the illustra-

tions in the manual as visual aids are included. A form for teachers' comments and suggestions on the materials in the manual is appended. (LH)

ED 118 810 CE 006 343
Abstracts of Completed 1973-74 Research-Exemplary Projects.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date [74]

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Abstracts, Career Awareness, *Career Education, Career Exploration, Career Planning, Federal Aid, *Program Descriptions, *Research Projects, State Programs, Vocational Education Identifiers—*Oregon

The abstracts were taken from the final reports of projects in Oregon funded under the Vocational Education Amendments of 1974, Part C and D, during the 1973-74 year. The projects include those funded through monies administered and allocated by the State of Oregon and those operating under direct Federal grants. The abstracts have been reproduced directly from project final reports, with only minor editing, in order to maintain the intent desired by the original writer in each project. The 27 projects are grouped into the categories of career awareness (six projects), career exploration (nine projects), preparation (four projects), and specialization (eight projects). In general, the following information is provided for each project: title, institution, project director, project duration, costs, number of students affected, and number of staff involved. Most of the abstracts include a description of the project (educational setting), the purpose, procedures, and outcomes. Copies of complete final reports are available from the Career Education Section of the State Department of Education as are sample materials produced by the projects. (Author/MS)

ED 118 811 CE 006 344
 McNeal, James U.

Consumer Education in Texas High Schools.

Pub Date [72]

Note—55p.; The appended maps will not reproduce well

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Administrator Attitudes, Consumer Economics, *Consumer Education, *Educational Assessment, *High Schools, Interviews, Questionnaires, *School Surveys, State Surveys, Teacher Attitudes

Identifiers—*Texas

The study sought to determine a statewide status profile of consumer education in Texas public secondary schools and to obtain an attitudinal profile of Texas secondary teachers and administrators regarding consumer education. An introductory chapter traces the historical development of consumerism and consumer education. Two different sets of 10 questions which formed the bases for the status and attitudinal profiles are presented. A questionnaire was sent to 500 schools selected on the basis of enrollment, education and income levels, minority population ratios, and urban-rural characteristics. Responses from 256 schools provided the status profile which showed that consumer education was generally incorporated into other existing courses. The attitudinal profile, obtained by means of personal interviews with 56 selected public school administrators and telephone interviews with 12 others, indicated receptiveness to the idea of a practical course in consumer education. Information from the questionnaires and interviews is analyzed and discussed in detail. The findings of the study are summarized and five conclusions concerning the development and implementation of consumer education are presented. An eight-item bibliography and appended material (definitions, mail survey form, interview format, and maps showing geographic coverage of the questionnaires and interviews) are included. (Author/MS)

ED 118 812 88 CE 006 345

Tennyson, W. Wesley And Others

Educating for Career Development.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date 75

Note—171p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—*Career Education, Counselor Role, Curriculum Development, Educational Objectives, Educational Planning, *Educational Research, *Educational Strategies, Futures (of Society), Individual Development, Program Descriptions, *Program Development, Relevance (Education), Resource Guides, Teacher Role, *Vocational Development
Identifiers—Minnesota

Basic career needs, management tasks, objectives, human development rationale, and implementation strategies for a career development education program are discussed in terms of the Minnesota Career Development Curriculum (CDC) project. Oriented toward teachers and counselors, the document contains six chapters: (1) The Challenge, presenting an overview of career oriented education in terms of the interrelationships between school, society, the labor market, the future, and students; (2) In Touch with Reality, discussing socioeconomic and cultural values and career expectations held by the general population and their implications for counselors; (3) Forecast of the Future, viewing future technological and economic changes in terms of present labor market conditions, occupational patterns, and educational requirements; (4) A Conceptual System for Career Development Education, elaborating on a conceptual structure for the definition and development of career development education; (5) A Process Curriculum for Career Management, presenting the CDC as a process model focusing on a sequence of personal competencies (career management tasks) to be mastered in four steps of the student's development; (6) Strategies and Resources for Implementation, discussing delivery systems and resources. Career management tasks (K-12 and post high school), instructional objectives (K-12), and an annotated resource and reference list are appended. (LH)

ED 118 813 **CE 006 346**

Franklin, David S.

Intermittent and Flexible Work Schedules and Welfare Mothers' Employment. Phase 2.
 University of Southern California, Los Angeles. Regional Research Inst. in Social Welfare.
 Spons Agency—Department of Labor, Washington, D.C.

Report No.—DLMA-51-06-73-07

Pub Date Oct 75

Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Agency Role, Counseling Programs, *Demonstration Projects, Employer Attitudes, Employment Problems, *Employment Programs, Females, Heads of Households, Interagency Coordination, Job Development, Job Placement, One Parent Family, *Part Time Jobs, Social Science Research, Social Welfare, Welfare Problems, *Welfare Recipients, Working Hours, *Working Parents, Working Women
Identifiers—California, More Tests of the Impact of Flexible Schedules

The project worked closely and supportively with California welfare mothers, helping them find suitable employment which meshed with their parenting functions, to demonstrate and test the impact of flexible work schedules and to determine whether business and industry could provide flexibly scheduled work (part-time, temporary, or intermittent). Activities undertaken included: job finding and job development; career counseling; providing job, training, housing, child care, and other information; and operating group support workshops. The report makes it very clear that: (1) during a recession, when well-qualified applicants abound, private industry will not consider structuring its work force to welfare mothers' needs, without obvious benefits; and (2) reducing the number of dependent families on the welfare rolls is not a realistic objective even with permanent employment on a part-time basis, unless on-the-job training increases mothers' hourly rate. Then the amount of welfare contributed toward support could be reduced. The case against intermittent jobs was strong. Many women who successfully obtained a job through the project required carefully structured and consistent help. If welfare policy states that self-support is a goal, clients' efforts require support; viewing their needs and readiness broadly is more effective than job placement alone. (Author/AJ)

ED 118 814

Lucht, Linda Lou, Ed.

A Guide for Evaluating Consumer Education Programs and Materials.

American Home Economics Association, Washington, D.C.

Pub Date [72]

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Consumer Education, Curriculum Evaluation, *Evaluation Criteria, Evaluation Methods, Material Development, *Program Evaluation, Rating Scales

The booklet was developed by the Committee on Criteria for Consumer Education Programs and Materials of the American Home Economics Association as a guide for the evaluation of consumer education programs and materials and for the development of such materials. A series of rating scales are presented, with discussion and explanation, in five sections, each of which can be used separately if desired. Objectives of Consumer Education includes scales for: social significance, human values, communication of content, specificity of behavioral aspect, and intellectual difficulty. Content of Consumer Education Curriculum presents scales for: objectivity, organization, conceptualization, difficulty level, timeliness, credibility of content, focus, and relevancy. Learning Experiences includes scales for: maturity level of learner, variety, sensory stimulation, relevancy, stimulation of thought, and learner's feedback. Materials and Procedures includes scales for: relationship to objectives, objectivity, transfer, continuity, comprehensiveness, validity, self-evaluation, feedback, language, and honesty. Educational Materials presents scales for: relationship to educational objectives of consumer education program, relevancy, educational approach, timeliness, organization, publication dates, difficulty level, maturity level, representation of minorities, objectivity, degree of advertising, credibility of sources, directions (if necessary), reproduction provisions, appeal, physical appearance, packaging, and cost. (SA)

ED 118 815

Consumerism: Life Centered Curriculum Program (Elementary Career Education).

Syracuse City School District, N.Y.

Pub Date [74]

Note—168p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Class Activities, *Consumer Education, Course Objectives, *Curriculum Guides, Decision Making, *Elementary Education, Group Activities, *Learning Activities, Values

The mid-intermediate elementary level curriculum guide on consumerism is designed to help students better define their own value system, develop an improved decision-making procedure, evaluate alternatives in the marketplace, and understand their consumer rights and responsibilities. The guide contains five sections related to five major objectives: to develop an understanding of the term "consumerism", to provide self-evaluation of consumer experiences, to understand the historical developments that led to the consumer movement, to understand consumer rights and responsibilities, and to recognize consumer abuse and learn the process of registering complaints. Large group strategies, small group strategies, and student activity sheets are included for each of the five subsections. Several teacher information sheets also are included. Some of the topics covered are: freshness codes, advertisements, recycling, checking container information, installment buying, consumer protection laws, guarantees, contracts, and the City of Syracuse Consumer Affairs Unit. A behavior inventory and simulation activities are provided. (EA)

ED 118 816

Teaching Aids in Consumer Economics, 1970-71.
 New York State Council on Economic Education, Albany.

Pub Date 71

Note—157p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Class Activities, *Consumer Education, *Course Content, Course Objectives, Credit (Finance), Grade 12, Insurance Programs, Investment, Laws, *Learning Activities, Money Management, Resource Guides, *Secondary Education, *Unit Plan

CE 006 348

The document consists of 12 consumer education units for grade 12: Consumer Purchasing; Purchasing Food, Clothing, Furniture, and Appliances; Purchasing and Maintaining an Automobile; Housing; Consumer Credit; Money Management; Fraud, Quackery, and Deception; Banking and Savings; Investments; Life Insurance; Security Programs (Social Security, Medicare, and Medicaid); and Consumer Law. Individual units contain (1) economic concepts and understandings; (2) related vocabulary; (3) economic attitudes/abilities to be developed; (4) class activities (appropriate individual/small group/large group activities and projects, suggested assembly programs, and possible resource people); and (5) bibliography (books, periodicals, pamphlets, audiovisual materials, information sources, and sources of free materials). (EA)

ED 118 817

Skelthorne, Jean M.

The Adult Learner in the University: Does Anybody Care? A Study of Need Based on an Investigation of the Facilities and Services Provided by the University of Toronto for Mature, Full-Time Undergraduate Women.

Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date 75

Note—61p.

Available from—Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 (\$2.00)

Document Not Available from EDRS

Descriptors—*Adult Learning, *Adult Students, *Needs Assessment, Questionnaires, School Surveys, Student Needs, Student Participation, *Universities, University Administration, *Womens Education

Responding to personal experiences as a full-time mature woman student at the University of Toronto, the author engaged in a preliminary probe to determine the needs and problems of older full-time undergraduates (especially women), to determine the response of university administrators, and to compare the findings with other university campuses. Following an introductory section, Part 2 reflects the author's personal experiences as a full-time undergraduate at the University of Toronto during 1969-72. Part 3 contains data comparisons from a questionnaire sent to the Dean of Women of 25 selected university campuses in Canada and the United States (80% response). The registrars of eight Canadian universities also were sent questionnaires in order to develop a statistical profile of mature full-time university students, undergraduates and graduates. Interviews with mature students and university staff provided additional information. Comments and recommendations in Part 4 pertain to developing a statistical profile of present and projected numbers of mature full-time students on campus, directly involving them in university planning, and taking steps to reduce the dehumanization of a large-scale bureaucratic university. Copies of the questionnaire and a 73-item bibliography are included in the appendixes. (EA)

ED 118 818

Curtis, Charles

You!!! The Consumer. Consumer Education Curriculum Guide.

San Diego Community Coll., Calif. Div. of Adult Education.

Pub Date 72

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Consumer Economics, *Consumer Education, *Curriculum Guides, Instructional Materials, *Learning Activities, Lesson Plans, Post Secondary Education, Resource Guides, Secondary Education

The guide for a course in consumerism contains objectives, directions for use, and seven minilessons. The lesson outlines are designed for 45 to 90 minute instructional segments and deal briefly with the following subjects: credit, insurance, budgeting, car buying, food buying, housing, and consumer rights and responsibilities. Each lesson includes a list of components ideas, a 10-item objective questionnaire with answer key (designed to introduce the lesson and stimulate discussion), suggested activities related to the subject, a bibliography, and multimedia materials (list of sources and some illustrations of ideas

presented in the lesson). The guide concludes with a comprehensive 10-page bibliography listing items in these categories: pamphlets, leaflets, periodicals, books (including paperback editions), free and inexpensive references and materials, other sources of consumer information, films, filmstrips, slides, and consumer classics. Most of the items in the bibliography were published prior to 1970. (Author/MS)

ED 118 819 CE 006 355
Directory of Documentation and Information Services in Adult Education. Provisional Edition. International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France). Adult Education Div.

Pub Date Oct 75
 Note—79p; Prepared by Documentation Services
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Adult Education, *Directories, *Documentation, Foreign Countries, *Information Services, International Organizations, National Libraries, *National Organizations

The directory was prepared as part of a comprehensive effort for improving the international network for the exchange of documentation, information, ideas, and experiences, in the field of adult education. The provisional edition will be corrected and updated after March 1976. A work-sheet and coding instructions are included for this purpose. In addition to documentation centers exclusively serving adult education, the directory lists a number of general documentation centers that offer significant information services in the subject area. One hundred fifty-eight institutions in 51 countries are listed alphabetically by country in the national services section of the directory. A few listings appear under regional services (six) and international services (two). Organization and institution names appear in the language of the country with translation into French or English if needed. All other information is in French and English. Categories of information presented are: official name, address, year of creation, parent organization, present head, size of staff, type of activities, people served, services given, fields covered, methods of data processing, reprographic services, periodical publications, and monographs. Not all categories of information are included for each listing. (Author/MS)

ED 118 820 CE 006 356
Planning Guide for Consumer Education...Grades K-12: A Pilot Program Developed in the Westborough Public Schools.

Framingham State Coll., Mass.
 Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston. Office of Consumer and Homemaking Education.

Pub Date Aug 72
 Note—82p; For a report of a Field Test of this guide and additional curriculum materials, see CE 006 415; Prepared by Department of Home Economics at Framingham State College

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Consumer Economics, *Consumer Education, *Curriculum Guides, Educational Objectives, *Elementary Secondary Education, Interdisciplinary Approach, *Learning Activities, Resource Guides, Teacher Developed Materials

Identifiers—Massachusetts (Westborough)
 Suggested learning activities for teaching consumer education to K-12 students which can be integrated into the regular curriculum are provided in the guide. The guide is divided into four areas which focus on the different roles of the consumer: (1) the consumer's values and goals—self-development, health and safety, decision making, and occupations; (2) the consumer's management of resources—personal resources, environmental resources, time, and money; (3) the consumer and the economic system—structure and operation of our system, money in our economic system, role of government, and role of the consumer; and (4) the consumer and mass communications—primary purpose, contributing influences, and consumer rights and responsibilities. Generalizations about each topic area are briefly presented. Objectives and suggested learning activities are provided within each area for the following levels: primary (K-4), intermediate (5-8), and secondary (9-12). A list of locally

available resources includes bibliographies and directories, textbooks, suggested pamphlets and booklets, curriculum guides and teaching guidelines, audiovisual materials, and teacher-made resources. A local community resources list presents suggested speakers and field trips and is included as an example of school-community liaison. (EC)

ED 118 821 95 CE 006 358
Divita, Charles, Jr.
Summative Evaluation of United States Office of Education, Region III, Staff Development Project in Adult Education. Final Report. Office of Education (DHEW), Philadelphia, Pa. Regional Office 3.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Dec 75
 Grant—OEG-0-72-1440
 Note—251p; The evaluation instrument, included as Appendix A, will not reproduce well due to small, broken type

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage
 Descriptors—*Adult Education, Adult Educators, *Evaluation Criteria, Evaluation Methods, *Program Evaluation, Regional Programs, *Staff Improvement, State Programs, *Summative Evaluation

Identifiers—Adult Education Staff Development Project, OE Region 3

A description and analysis of the outcomes of a three year project designed to create a long-term education staff development system throughout Region 3 is presented in the evaluation report. Region-wide evaluation, indicating considerable progress resulting from the project, was based on 63 criteria developed by project participants. State by State case studies tabulate, report, and analyze data derived from external and self-evaluative activities and from on-site visitations conducted by peers from neighboring States in the light of eight regional project objectives for each State. The objectives were to: (1) establish at least one adult education staff development program in an institution of higher learning; (2) increase the number, scope, and quality of training resources; (3) develop a commitment to and methodology for maintenance of a regional staff development program; (4) develop adult education programs, agencies, and organizations and implement staff development coordination regionally and Statewide; (5) develop local educational opportunities; (6) relate to the total adult education community; (7) enhance adult education status within State governments; (8) develop an adult education training model. The evaluation instrument and highlights of the data analysis are appended. (LH)

ED 118 822 95 CE 006 362
Career Education: Learning with a Purpose. Junior High 7-9. Vol. 1. English, Home Economics, Social Studies, Industrial Arts, Field Trip Sites and Guest Speakers.

State Fair Community Coll., Sedalia, Mo.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]
 Note—244p; For related documents, see ED 102 328-331; For volumes 2-4, see CE 006 363-365; For the secondary level components, see ED 117 428-432

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
 Descriptors—Career Awareness, *Career Education, Curriculum Development, Curriculum Guides, *English, *Home Economics, *Industrial Arts, Integrated Curriculum, Junior High Schools, Learning Activities, Resource Guides, *Social Studies, Teacher Developed Materials, Teaching Procedures, Unit Plan, Units of Study (Subject Fields)

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and, through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and ideas are presented for the following four subject areas and their related units: English

(93 pages), home economics (42 pages), social studies (74 pages), and industrial arts (18 pages). Objectives, teaching procedures, and resources and materials are presented for each unit. A 14-page list of suggested local field trip sites and guest speakers is included. (BP)

ED 118 823 95 CE 006 363
Career Education: Learning with a Purpose. Junior High 7-9. Vol. 2. Career Exploration, Career Information, Field Trip Sites and Guest Speakers.

State Fair Community Coll., Sedalia, Mo.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]
 Note—193p; For related documents, see ED 102 328-331; For volumes 1, 3, and 4, see CE 006 362-365; For the secondary level components, see ED 117 428-432

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
 Descriptors—*Career Education, *Career Exploration, Curriculum Development, *Curriculum Guides, Instructional Materials, Integrated Curriculum, Job Application, *Junior High Schools, Learning Activities, *Occupational Information, Teacher Developed Materials, Teaching Procedures, Unit Plan, Units of Study (Subject Fields)

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and, through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and ideas are presented for the following two subject areas and their related units: career exploration (credit, clerical concepts, social security, job classification, economics, advertising, and work attitudes) and career information (know yourself, use of occupational information, and the world of work emphasizing job application procedures). Objectives, teaching procedures, and resource materials are presented for each unit. In addition, supplemental lesson plans, tests, worksheets, career information handouts, and selected readings are provided. A 14-page list of suggested local field trip sites and guest speakers is included. (BP)

ED 118 824 95 CE 006 364
Career Education: Learning with a Purpose. Junior High 7-9. Vol. 3. Manufacturing/Mathematics, Manufacturing/Social Studies, Manufacturing/Science, Manufacturing/General, Field Trip Sites and Guest Speakers.

State Fair Community Coll., Sedalia, Mo.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]
 Note—201p; For related documents, see ED 102 328-331; For volumes 1-2 and 4, see CE 006 362-365; For the secondary level component, see ED 117 428-432

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
 Descriptors—*Career Education, Curriculum Development, *Curriculum Guides, Field Trips, *Integrated Curriculum, *Junior High Schools, Learning Activities, *Manufacturing Industry, Mathematics, Sciences, Social Studies, Teacher Developed Materials, Teaching Procedures, Unit Plan, Units of Study (Subject Fields)

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and, through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and ideas are presented for the manufacturing area with related units on mathematics, social studies, science, and general applications. The units provide activities related to manufacturing: office management; advertising; and the baking, motor vehicle, apparel, and paper industries. Various units provide prefield trip and post-

field trip information and activities. Objectives, teaching procedures, and resource materials are presented for each unit. The document concludes with a discussion of field trips and resource persons and provides a 12-page list of local field trip sites and guest speakers. (BP)

ED 118 825 95 CE 006 365

Career Education: Learning with a Purpose. Junior High 7-9. Vol. 4. Mathematics, Science, Field Trip Sites and Guest Speakers.

State Fair Community Coll., Sedalia, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—168p.; For related documents, see ED 102 328-331; For volumes 1-3, see CE 006 362-364; For the secondary level component, see ED 117 428-432

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Career Awareness, *Career Education, Curriculum Development, *Curriculum Guides, Integrated Curriculum, *Junior High Schools, Learning Activities, *Mathematics, Resource Guides, *Sciences, Teacher Developed Materials, Teaching Procedures, Unit Plan, Units of Study (Subject Fields)

The revised guide, prepared to supplement the existing curriculum, suggests activities related to the three student goals: (1) to develop an awareness of who he/she is, and, through effective decision making, what he/she can become; (2) to become aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) to become aware of the many facets of the world of work. A definition of career education and an outline of 10 junior high career education concepts open the document and are followed by steps for study. Suggested activities and procedures are presented for the following two subject areas and their related units: mathematics (general business, geometry, metrics, fine arts and humanities, graphic arts, consumer and homemaking education, business and office education, forestry, hotel and motel management, personal service occupations, marketing and distribution careers, and environmental careers) and science (work and machines, general science, meteorology, geology, astrology, botany, ecology, and biochemistry). Objectives, teaching procedures, and resource materials are presented for each unit. A 14-page list of suggested local field trip sites and guest speakers is included. (BP)

ED 118 826 CE 006 367

Información Bibliográfica Educativa (Bibliographic Educational Information). No. 12.

Ministerio de Educación Nacional, Bogotá (Colombia). Centro Nacional de Documentación e Información Pedagógica; Ministerio de Educación Nacional, Bogotá (Colombia). Instituto Colombiano de Pedagogía.

Pub Date Jun 74

Note—46p.; The document is in Spanish; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Bibliographies, *Continuous Learning, Educational Change, *Educational Development, *Educational Objectives, *Foreign Countries

The document contains six papers in Spanish which focus on the developmental and other aspects of education permanente. The first paper, The Concept of Education Permanente, discusses the concept as a new dimension in the area of education, capable of limiting inequalities in the presentation of education in general. Descriptions of 20 characteristics which are important for an understanding of education permanente are presented in the second paper. The Conceptual Characteristics of Education Permanente. The third paper, Adult Education in the Context of Education Permanente discusses some of the differences that exist between education permanente and adult education. The fourth paper, The Impact of Education Permanente on Spanish Education Reform, discusses essential factors which determine the structure of educational systems and how these changes can offer an opportunity to achieve the objectives of education permanente within the educational system. The fifth paper, Education Permanente and Educational Change, discusses how education permanente meets the needs of educational change because it

embraces the educational process in its totality. A 19-page bibliography is included. (EC)

ED 118 827 CE 006 368

Dave, R. H., Ed.

Reflections on Lifelong Education and the School: Brief Papers and Notes Containing Some Thoughts on the Theory and Application of Lifelong Education as Seen in the Context of School Curriculum, Adult Education and Similar Areas.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 75

Note—83p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Academic Aspiration, Adult Education, Aspiration, *Continuous Learning, Creative Development, *Educational Objectives, *Educational Philosophy, Educational Strategies, Individual Development, *Learning Processes, Role Theory, School Role

The document contains reflections on the concept of lifelong education. Toward a Model of Lifelong Education (Malcolm S. Knowles) proposes a role competency model based on the assumption that the purpose of education is the development of competencies for performing various human roles. Lifelong Learning and Our Schools (Karl-Heinz Flechsig) suggests that instructional socialization is one of the major aspects of schooling that should be taken into account in order to achieve the aspirations of lifelong education. The Bridge Between Schooling and Adult Education (Paul H. Sheats) emphasizes the interaction between schooling and adult education along the temporal and spatial dimensions. Another dimension, the depth dimension, is discussed in The Inner Continuum (J. R. Kidd). Lifelong Education and Creativity (Michael Bogdan) views the creative aspect of education as the dialectic ability to surpass oneself. The historical and social contexts of lifelong education are discussed in Lifelong Integrated Education (Michiya Shimbori). On Learning Strategies for Lifelong Education (R. H. Dave) discusses styles for accomplishing the goals of lifelong education. R. H. Dave's list of concept characteristics of lifelong education with their implications for school curriculum and a 62-item annotated bibliography are included. (Author/EC)

ED 118 828 CE 006 369

Abbas, Elizabeth K., Ed. Sitlington, Patricia L., Ed.

Issues in the Preparation of Personnel for the Vocational Programming of Special Needs Students: Synopses of Selected Materials.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Pub Date Jan 76

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Abstracts, Educational Trends, *Handicapped Students, Performance Based Teacher Education, Program Descriptions, *Special Education, Special Education Teachers, *Special Programs, State of the Art Reviews, *Teacher Education, Vocational Education

The document opens with a 14-page state of the art review discussing influences which affect educators who prepare personnel involved with special needs students. These influences include: professional dissatisfaction; leadership groups, including legislative bodies and professional organizations; current issues and trends, including career education, mainstreaming, and competency based teacher education; and a number of specific influences that affect teacher education. The abstract section of the document is divided into the following topics: (1) issues and trends in vocational and special education (books, papers, and articles covering: some issues in vocational education, mainstreaming—alternatives to special education classes, and the new school population—the severely handicapped); (2) selected programs for special needs students (mostly descriptions of programs); (3) issues in the area of competency based teacher education (including competency based teacher education, competency identification for vocational teacher education, and competency identification for special teacher education); and (4) existing university-level personnel preparation programs (giving program

descriptions, location, and contact person). Each abstract includes the title, author, publication, and date. A glossary of terms used in special education and vocational education is included. (EC)

ED 118 829 CE 006 370

Nerden, Joseph T.

Progress in Project EDNEED, with Implications for Administrators of Vocational Education Programs.

Pub Date 6 Dec 75

Note—11p.; Report to the National Association of State Directors of Vocational Education, presented at the Annual Meeting of the American Vocational Association (Anaheim, California, December 6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Data Collection, *Educational Needs, Information Dissemination, *Information Needs, *Information Systems, *Vocational Education

Identifiers—Project EDNEED

Project EDNEED has been charged with determining empirically data needed by vocational administrators at the local, State, regional, and national levels. Reliable data are necessary to present accurate reports to various State and Federal agencies and to provide answers to questions that are of major concern to legislators. Data are needed in the areas of: (1) target groups, (2) curriculum, (3) qualifications of personnel, (4) circumstances and facilities for vocational preparation, (5) processes for assessing vocational education programs, and (6) costs and benefits of vocational education programs as compared with other educational programs. Project EDNEED focused on two areas: (1) the identification of important questions concerning vocational education and the data elements needed to provide the answers, and (2) an assessment of the extent to which States collect such data. Much of the project has already been completed and the EDNEED data classification prepared. Further needs identified by the project include: (1) policies to guide vocational educators, (2) an operating system of vocational information, (3) comparison of data to guide future data gathering, (4) an intensive study of data collection, (5) a dictionary of vocational terms, (6) coordination of data with other fields, and (7) determination of actual costs. (Author/EC)

ED 118 830 CE 006 371

Meyer, Rosemary

Survey of ABE [Adult Basic Education] Dropouts at the Dr. Martin L. King, Jr. Education Center.

Doctor Martin Luther King, Jr. Education Center, Kankakee, Ill.

Pub Date 30 Nov 74

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Adult Basic Education, *Adult Dropouts, Adult Education Programs, *Adult Students, Disadvantaged Groups, Dropout Attitudes, Dropout Characteristics, Dropout Problems, *Dropout Research, Socioeconomic Influences, *Surveys

Identifiers—Illinois (Kankakee), *Martin Luther King Jr Education Center

A dropout survey was conducted in 1974 at the Martin Luther King, Jr. Education Center, Kankakee, Illinois, to determine why only 38% of its one thousand adult basic education students completed their studies and earned a GED diploma. A variety of formats was used to contact some of those who had been students between 1968 and 1974, including: door-to-door survey, with 121 responses; correspondence survey, with 57 letters in response; taped interviews, involving 4 students; telephone survey, 156 calls to former students. Results of the surveys are presented in table form and in the words of the participants themselves, indicating multiple variables for the interruption of studies, including health, living conditions, employment, transportation, and family problems. Responses indicated a very positive attitude on the part of the students toward the center, even when external factors made it necessary for them to drop out of class. Thirty-three percent of the center graduates are presently enrolled in a college program. (LH)

ED 118 831 95 CE 006 372

Selected Bibliographic Survey of Resources for Community Services and Continuing Education. Maryland Univ., College Park. Univ. Coll.

22 Document Resumes

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [75]

Note—33p.; Prepared by the Division of Conferences and Institutes for the Maryland Community Services and Continuing Education Project

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Adult Education, *Bibliographies, *Community Development, *Community Services

Identifiers—*Community Services Continuing Education Project, Maryland

A bibliography of 114 books and 32 professional journals and periodicals found most useful to community services and continuing education (CS/CE) professionals working in higher education institutions in Maryland is presented. Books are listed alphabetically, and the subject category in which the contributor found the reference most useful is indicated. A summary grid identifies the books under 14 subject categories (administration/management, adult education methods, adult psychology/learning theory, community development services, current issues, evaluation, general adult education reference, group dynamics/leadership, organizational development, philosophy/history of adult and continuing education, professional and staff development, program development, research, and residential adult education). Persons contributing the reference materials are listed. It is stated that the bibliography will provide a valuable entry point into the literature relevant to the CS/CE field, but it is not meant to be exhaustive or comprehensive. (LH)

ED 118 832 CE 006 374

Jerome, Christine, Ed.

Eleven Career Education Programs: Descriptions of Selected, Diverse, and Innovative Programs.
Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—NIE-C-74-0129 (Part 4)

Note—248p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
Descriptors—*Alternative Schools, *Career Education, *Curriculum Development, Demonstration Programs, Disadvantaged Groups, Dropout Programs, Educational Alternatives, *Educational Innovation, Elementary Secondary Education, Employment Services, Models, Performance Based Education, *Program Descriptions, Spanish Speaking, Urban Education, Working Women

Identifiers—Advocates for Women, Community Experiences for Career Education, Minnesota Metropolitan State College, Operation SER, Orange County California Consortium, SPAN Program, Urban Career Education Center

The informal, descriptive portraits of 11 career education programs are based on visits from November to February 1974-75, and reports by program staff, teachers, students, parents, and business and community organizations involved with the programs. Individual characteristics of the programs are described as well as general information regarding staff, funds, major features, community, district, outline, implementation, development, and current status. Programs include: Career Education Project, Roosevelt School District No. 66, Phoenix, Arizona, career education curriculum development; Comprehensive Career Education Project, Los Angeles, California, five career education district programs; Orange County Consortium—Career Education Project, Orange, California, district career education model; Advocates for Women, San Francisco, California, job centers for women; Operation SER, Santa Ana, California, representing a national job development organization for Spanish speaking; Minnesota Metropolitan State College, St. Paul, Minnesota, competency based degree program; Exemplary Project in Career Education, Bismarck, North Dakota, World of Work model for district; Community Experiences for Career Education, Tigard, Oregon, alternative high school; Urban Career Education Center, Philadelphia, Pennsylvania, alternative school setting for dropouts and potential dropouts; SPAN (Start Planning Ahead Now) Program, Memphis, Tennessee, city school system career education development; Career Education/Environmental Studies Project, Wilmington, Vermont, elementary school program. (LH)

ED 118 833 95 CE 006 375

Goldhammer, Keith, And Others

Experience-Based Career Education: A Description of Four Pilot Programs Financed through the National Institute of Education. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 15 Jan 75

Contract—NIE-C-74-0085

Note—136p.; Not available in hard copy due to marginal reproducibility; For reports of each pilot program see CE 004 356, 004 405-412, and 004 447

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, *Career Exploration, Career Planning, Community Resources, Educational Alternatives, Educational Innovation, Occupational Guidance, Pilot Projects, *Program Descriptions, Program Evaluation, *School Community Programs, Secondary Education, Self Concept, *Work Experience Programs

Identifiers—Academy for Career Education, Appalachia Educational Laboratory, California (Oakland), Community Experiences for Career Education, EBCE, *Experience Based Career Education, Far West School, Oregon (Tigard), Pennsylvania (Philadelphia), West Virginia (Charleston)

The report describes Experience-Based Career Education (EBCE) through examination of the concept as practiced at pilot programs in four initial communities. The first chapter discusses the creation of EBCE, identifies four crises to which schools must respond, defines EBCE, and describes program goals and characteristics. The next four chapters are brief descriptions of the programs including goals, components, and general outcome. In the Appalachia Educational Laboratory program in Charleston, West Virginia, high school students obtain academic credit through direct experiences in the community. The Far West School in Oakland, California, provides direct experiences to prepare tenth through twelfth grade students for entry in the adult world and high school graduation. Community classrooms, individualized learning, and performance-based curriculum characterize the suburban-rural Community Experiences for Career Education program in Tigard, Oregon. The Academy for Career Education, a part of the Philadelphia Public Schools, includes career guidance, basic skills, and career development in its program for high school students. Evaluations of the four programs indicate generally successful outcomes. The final chapter discusses the potential of EBCE in terms of what has been accomplished and the conditions necessary for replication of the programs. A bibliography concludes each chapter except the last. (Author/MS)

ED 118 834 CE 006 376

Consider the College Student Development Profession: Prepare for Careers in Student Personnel Activities, Counseling, and Administration.

College Placement Council, Bethlehem, Pa.; Council of Student Personnel Associations in Higher Education, Detroit, Mich.

Pub Date [74]

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Opportunities, *Occupational Information, Professional Personnel, Student Development, *Student Personnel Services, *Student Personnel Work

The document presents an overview of the different career opportunities which exist in the student development profession at the college level. The different aspects of involvement in a complex educational setting, such as the college or university, are presented with a discussion of the consulting, administering, and instructing functions of student development. Aspects of personalizing education, qualifications of a student development practitioner, development of the profession, compensation, and means of advancement are also covered. The different positions available in the student development field include: (1) administrators of student development, (2) admissions and records officers, (3) career planning and placement officers, (4) college student housing, (5) counseling, (6) student activities, (7) student financial aid, (8) student union staff, and (9) special programs. A list of institutions providing preparation programs (inservice

and preservice), a list of references, and a brief description of the Council of Student Personnel Associations in Higher Education are included. (EC)

ED 118 835 CE 006 377

Braude, Lee

Work and Workers: A Sociological Analysis.

Pub Date 75

Note—240p.

Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, New York 10003 (\$10.00)

Document Not Available from EDRS

Descriptors—*Employment, Futures (of Society), Human Development, Human Living, Job Satisfaction, *Labor Force, Labor Problems, Life Style, Professional Recognition, *Social Influences, *Social Science Research, Social Values, Socioeconomic Influences, Sociology, Tables (Data), Work Attitudes, *Work Environment

The relationship between work, society, and the individual is explored in sociological terms, proceeding under the assumption that what people are is in large measure a function of what they do. Six chapters include: (1) An Approach to Work, presenting work from historical and sociological perspectives, a sociological definition, and the social context of work, with three examples of the division of labor used to illustrate the concepts of people, position, and purpose; (2) Who Works: The American Labor Force, an historical examination touching on the decennial census, labor force statistics, occupational status, and future trends and prospects; (3) Dimensions of Occupational Analysis, presenting the "natural history" and social organization of the occupation, the occupation in its structural and interpersonal context, work and colleague groups, collegiality and occupational culture, and control over occupational members; (4) Occupations in Process: Professionalization, examining the process of acquiring professional status touching on the role of political behavior and with three illustrations; (5) Work and the Self, discussing recruitment, meaning of work, careers, social-psychological perspectives, and work identity; (6) Work as a Social Problem, examining specialization, workers dissatisfaction, meaning of work, automation, and bureaucratization. Suggested reading for each chapter is presented, and the book is indexed. (LH)

ED 118 836 95 CE 006 378

Holt, Dean A.

Faculty In-Service Training Pilot Program. Evaluation.

Maryland Univ., College Park. Univ. Coll.

Spons Agency—Catonsville Community Coll., Md.; Office of Education (DHEW), Washington, D.C.

Pub Date 19 Mar 75

Note—62p.; Not available in hard copy due to marginal reproducibility of original document; A part of the Maryland Community Services and Continuing Education Project

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Education, *Adult Educators, Community Colleges, *Inservice Teacher Education, Program Descriptions, Program Design, *Program Evaluation, Teacher Workshops

Identifiers—*Andragogy, Community Services Continuing Education Project, Maryland

The document presents an evaluation of a faculty inservice training project of the Maryland Community Services/Continuing Education (CS/CE) Project, which was designed with the purpose of acquainting adult teachers in community colleges with the principles of andragogy, by way of a series of workshops. Part 1, Background, discusses the formation and activities of the task force which designed and sponsored the training. Part 2, Design, describes and evaluates the workshop sessions. Evaluation Data are presented in Part 3 and discussed with relation to the efficacy of the design, the degree to which people retained content material, their impressions of the concept of andragogy, and attempts to implement andragogy. Part 4, Issues, focuses on the various issues revealed by the project, including aspects of workshop design, audience, expectations, replication and/or transferability of content, staffing, alternatives, and andragogy as content. Positive conclusions about

the project are briefly discussed in the last part. Over one-half of the document consists of appended material: (1) a description of the CS/CE project, (2) workshop materials for the faculty in-service training program, (3) evaluation instrument, (4) participant evaluation form, (5) participant list, and (6) letter of invitation to participants. (EC)

ED 118 837 CE 006 379
Research Priorities in Post Secondary Vocational Technical and Adult Education in Wisconsin for 1975-1977.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Pub Date Feb 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Administrator Attitudes, Adult Education, *Needs Assessment, *Post Secondary Education, Questionnaires, *Research Needs, State Surveys, Tables (Data), *Technical Education, *Vocational Education
 Identifiers—Wisconsin

The purpose of the study was to determine the priority areas for research as perceived by vocational, technical, and adult educators in Wisconsin at the post-secondary level. A survey of approximately 500 Wisconsin Association of Vocational, Technical and Adult Education (VTAE) district administrative and supervisory staff was conducted using a 45-item, five-point Likert-type questionnaire. Tabulations of responses from 360 returns provided rank orders of research areas on the basis of numerical values of means for each item for the State total, by title of job, area of work, and VTAE district. The top five areas based on State total data were: labor market requirements; determining performance levels of competencies for job entry; assessment of individual's vocational, technical, and adult education needs; open entry/open exit education; and student attrition/withdrawals. Additional comments and suggestions which appeared on the questionnaires are listed. Conclusions were that means values and item rankings varied noticeably among respondents by title of position, area of work, and VTAE district and that the instrument and procedures followed were effective. Recommendations for using the findings are included. A copy of the questionnaire and the letter used with it are appended. (Author/MS)

ED 118 838 CE 006 380
Maryland Statewide Project to Strengthen Community Service Programs in Institutions of Higher Education. Title I, HEA Final Project Report.

Maryland Univ., College Park. Univ. Coll. Pub Date 75

Note—360p.; Not available in hard copy due to marginal print quality of original; Prepared by Division of Conference and Institutes

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Community Involvement, *Community Service Programs, Community Support, *Higher Education, Needs Assessment, Program Content, *Program Descriptions, Program Design, Program Development, Program Evaluation, Program Improvement, Program Planning, Questionnaires, School Community Cooperation, *School Community Programs, Seminars, *State Programs, Statewide Planning, Workshops

Identifiers—Maryland

The first 38 pages of the document describe the project designed to develop a coordinated, comprehensive system to deliver community services and continuing education services throughout Maryland higher education institutions. Discussed are project objectives, operations, and accomplishments, the final evaluation summary, the impact on the community, the prior history of the project, faculty involvement, and student involvement. The remainder of the document consists of 14 appendixes: needs assessment instruments and summary of needs assessment questionnaire, attendance at committee meetings, management program materials and evaluation of management programs, evaluation of proposal writers institute, case studies for promoting and publicizing programs and evaluation of promoting and publicizing programs, evaluation of the conference on the Continuing Education Unit, pro-

gram planning workshop materials and evaluation of the program planning workshop, evaluation seminar materials and evaluation of the evaluation seminar, summary of data from Statewide Conference on the Future of Community Services and Continuing Education, instrument and summary of overall project evaluation, rosters and lists of project program participants, photo essay and brief report on the project, schematic conceptualization and planning line of the project, and sample promotional flyers for project programs. (JR)

ED 118 839 95 CE 006 382
McLean, Gary N. Jones, L. Eugene

Robert E. Slaughter Research Award Studies 1975. Research Report. Number 3. Effectiveness of Model Office, Cooperative Office Education, and Office Procedures Courses Based on Employee Satisfaction and Satisfactoriness Eighteen Months after Graduation. [AND] A Study of the Content in Selected Textbooks for the Commonly Offered Basic Business Courses in Secondary Schools.

McGraw-Hill Book Co., New York, N. Y. Gregg Div.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Grant—NIE-G-74-0089

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Business Education, *Business Subjects, Comparative Analysis, *Course Evaluation, Data Analysis, Educational Research, Graduate Surveys, Job Satisfaction, Office Management, *Program Effectiveness, *Relevance (Education), Secondary Education, Tables (Data), *Textbook Evaluation
 Identifiers—Robert E Slaughter Research Award 1975

The two studies which received the 1975 Robert E. Slaughter Research Award in Business and Office Education are summarized in the document. The first paper, entitled "Effectiveness of Model Office, Cooperative Office Education, and Office Procedures Courses Based on Employee Satisfaction and Satisfactoriness Eighteen Months After Graduation," measures and compares the relevance of the three types of office education courses to actual on-the-job satisfaction and performance. The sample group surveyed consisted of 713 Minnesota secondary school graduates who were enrolled in the three courses; 548 responded to the questionnaires. It was concluded that any one of the three courses was a necessary, but probably interchangeable, part of the vocational business education program. The second paper, entitled "A Study of the Content in Selected Textbooks for the Commonly Offered Basic Business Courses in Secondary Schools," evaluates the content of the following courses: general business, consumer economics, business principles and management, business law, and economics. The study focuses on the idea that some of these courses might be repetitive and could be consolidated into fewer courses. Data were collected from textbooks published for the five courses. Concluding that extensive duplication exists, course consolidation and restructuring is suggested. (EC)

ED 118 840 CE 006 383
McCage, Ronald D., Ed.

Proceedings, National RCU Personnel Conference: The Score After Nine—1965-1974 (Scottsdale, Arizona, March 18-21, 1974)

Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date 21 Mar 74

Note—171p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
 Descriptors—*Abstracts, Career Education, *Conference Reports, Copyrights, Curriculum Development, Diffusion, Educational Coordination, Educational Finance, Educational Research, Elementary Secondary Education, Models, Post Secondary Education, *Program Descriptions, Program Evaluation, Relevance (Education), *Research Coordinating Units, State Programs, Technical Education, *Vocational Education

The proceedings of the conference on outstanding research and curriculum activities conducted by the various State research coordinating units opens with William W. Stevenson's brief ex-

amination of alternative research efforts. The remainder of the first half of the document consists of abstracts of the 15 presentations at the conference sessions (which dealt with curriculum diffusion, national curriculum coordination, State diffusion models, copyright policy, and the USOE's national diffusion model); minutes of the annual business meeting; operational guidelines for the conference; a list of conference participants; and the keynote address of the 1974 National Research Coordinating Unit Conference by Gordon Swanson. The remainder of the document consists of approximately 60 project resumes describing research coordinating unit management techniques and significant research projects in vocational education in various States. Each resume lists: project title, sponsoring agency, project director or contact person, duration, funding, purpose of project, and description of project. (JR)

ED 118 841 CE 006 384
Clemmons, Jesse Stuart

Roles and Objectives of State Research Coordinating Units as Perceived by RCU Directors and State Directors of Vocational Education. [Summary].

North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date 17 Mar 75

Note—26p.; For the complete study, see CE 006 385. Report presented at the National Conference of Research Coordinating Unit Personnel (Denver, Colorado, March 17, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Administrator Attitudes, *Agency Role, Doctoral Theses, Educational Administration, Educational Finance, Educational Research, Objectives, Questionnaires, *Research Coordinating Units, State Agencies, Tables (Data), *Vocational Directors, *Vocational Education

The summary describes a study comparing the perceptions of Research Coordinating Unit Directors (RCUDs) at various administrative levels and State Directors of Vocational Education (SDVEs) regarding the roles and objectives of the RCUs in the various States. Roughly 90% of the respective samples responded to mailed questionnaires. The data demonstrate that: many RCUs had been administratively relocated since 1966, mostly to within the State Departments of Education (SDEs); RCUs outside the SDE had larger staffs and more experienced directors; more than half of all RCUs administered the State share of exemplary funds; most of the RCUs administering funds from the Educational Professions Development Act were located outside the SDE; RCUDs and SDVEs agreed on the role they perceived and projected for RCUs in various administrative relationships with the SDE; both RCUDs and SDVEs projected and perceived identical roles for RCUs administratively located outside the SDE; both RCUDs and SDVEs projected greater levels of role responsibility than they perceived were occurring for RCUs administratively located within the SDE; and RCUDs and SDVEs assigned relatively equal ranks to a list of 15 RCU objectives. (JR)

ED 118 842 CE 006 385
Clemmons, Jesse Stewart

Roles and Objectives of State Research Coordinating Units as Perceived by RCU Directors and State Directors of Vocational Education: An Abstract of a Thesis in Agricultural Education.

Pub Date May 75

Note—171p.; For a summary of the study, see CE 006 384

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
 Descriptors—*Administrator Attitudes, *Agency Role, Doctoral Theses, Educational Administration, Educational Finance, Educational Research, Objectives, Questionnaires, *Research Coordinating Units, State Agencies, Tables (Data), *Vocational Directors, *Vocational Education

The report describes a study comparing the perceptions of Research Coordinating Unit Directors (RCUDs) at various administrative levels and State Directors of Vocational Education (SDVEs) regarding the roles and objectives of the RCUs in the various States. Roughly 90% of the respective samples responded to mailed questionnaires. The data demonstrate that: many RCUs have been administratively relocated since 1966, mostly to within the State Departments of

Education (SDEs); RCUs outside the SDE had larger staffs and more experienced directors; more than half of all RCUs administered the State share of exemplary funds; most of the RCUs administering funds from the Educational Professions Development Act were located outside the SDE; RCUs and SDVEs agreed on the role they perceived and projected for RCUs in various administrative relationships with the SDE; both RCUs and SDVEs projected and perceived identical roles for RCUs administratively located outside the SDE; both RCUs and SDVEs projected greater levels of role responsibility than they perceived were occurring for RCUs administratively located within the SDE; and RCUs and SDVEs assigned relatively equal ranks to a list of 15 RCU objectives. Appendixes list members of the National Advisory Committee and provide the survey instruments and related correspondence. (JR)

ED 118 843 CE 006 386

Devlin, Laurence E. Jeffels, Ronald R.

Partners in Promise: A Perspective on Continuing Education in British Columbia. Occasional Paper No. 2.

British Columbia Dept. of Education, Victoria.

Pub Date Jan 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Adult Education, *Adult Learning, Adult Programs, Adult Students, Community Colleges, Educational Assessment, Educational Facilities, Educational Finance, Educational Needs, *Educational Problems, Foreign Countries, Institutional Role, Post Secondary Education, Professional Personnel, *Social Change, State of the Art Reviews, University Administration

Identifiers—*British Columbia, Canada

An examination of Canadian continuing education in general and in British Columbia, specifically, is presented. The motives of learning, classification of adult learner orientations, and social influences on adults are discussed. A state of the art review analyzes Canadian university populations, emphasizing the fact that the proclivity for participation in adult education is related to the level of formal education attained, with more participation by those who have reached higher levels of education. Institutional limitations in British Columbia are discussed in terms of: course offering patterns, geared to full-time day students; location, making access to postsecondary education facilities difficult; finance, limiting course offerings and scholarship or funding programs; and noncredit offerings, attended by the greatest proportion of adult students. Professional leadership and two-year community college development in major pools of population throughout British Columbia are discussed, with a list of college roles and functions. It is suggested that the enormous growth of Canadian adult education might be met through strengthening existing institutions' commitment, and developing specialized institutions or agencies to conduct adult education programs. (LH)

ED 118 844 CE 006 387

Pacel, David J. Murphy, Herb

Enrollment and Follow-Up Trends of Students of Full-Time Day Programs of Minnesota Area Vocational-Technical Institutes.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Dec 75

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Age, Demography, Educational Background, Employment Statistics, *Enrollment Trends, Family Background, *Followup Studies, Graduate Surveys, Marital Status, Physical Handicaps, Post Secondary Education, Predictor Variables, Sex Differences, *State Programs, *Student Characteristics, Tables (Data), Technical Education, *Technical Institutes, Vocational Education

Identifiers—Area Vocational Technical Institutes, Minnesota

The study examines trends among students and graduates of the Minnesota Area Vocational Technical Institutes (AVTIs). Some of the data were gathered yearly between 1970-71 and 1973-74; some were gathered yearly between 1971-72

and 1973-74. Seventeen selected variables were reviewed. Relatively minor changes occurred over the years on seven of the variables: age, sex, marital status, size of household, handicaps, high school graduates, and relation of first job after graduation to training. The percentages of enrollees from households with parents in professional-managerial occupations and craftsman-operative occupations tended to increase slightly as did household income. The percentage of graduates employed during the first year after graduation has been gradually increasing as had the percentage of graduates employed in related occupations during that time. The percentage of students graduating from AVTIs has been decreasing while withdrawals and students completing training objectives without graduating have been increasing. The percentage of students withdrawing for economic reasons has been increasing. The percentage of students having only one job during their first year after graduation has been decreasing as has the percentage of students unavailable for employment due to military service. Appendixes tabulate the data with respect to the 17 variables. (JR)

ED 118 845 95 CE 006 388

Enloe, Gertrude

Research and Development Project in Career Education. Final Report.

Louisiana State Dept. of Education, Baton Rouge.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No.—V361036L

Pub Date 30 Nov 74

Grant—OEG-0-73-2972

Note—215p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Educational Counseling, Educational Guidance, Educational Objectives, Educational Programs, *Elementary Secondary Education, Evaluation Methods, *Pilot Projects, Post Secondary Education, *Program Descriptions, *Program Evaluation, Student Placement, Tables (Data)

Identifiers—Louisiana

The report describes a Louisiana pilot program for providing integrated career education activities for grades K-14. The program contains five components: guidance and counseling, elementary, junior high, grades 10-14, and placement. The body of the report, 21 pages, describes the goals and objectives of each program component, the overall project design, its results and accomplishments, a brief project evaluation, and conclusions. The remainder of the report consists of appendixes, the first five comprise 56 pages and provide the project's quarterly report, additional tables, the followup study, a list and samples of products developed, and job observation sites. The final appendix (120 pages) is a third party evaluation of the project which discusses background information, the identification and description of program variables, program objectives, the evaluation plan, the evaluation findings, conclusions, and recommendations. Three appendixes to the evaluation provide the evaluation design summary chart, the standardized instruments, and locally developed instruments. (JR)

ED 118 846 CE 006 389

Development of the Kentucky Model for Modularized Competency-Based Vocational Education. Final Report.

Curriculum Development Center of Kentucky, Lexington.

Pub Date Dec 74

Note—24p.; Not available in hard copy, due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Design, Curriculum Development, *Individualized Programs, Instructional Materials, Job Skills, *Models, *Performance Based Education, *Program Development, Teacher Attitudes, *Vocational Education

Identifiers—Kentucky

The Kentucky Model for competency-based vocational education is a system for the instructional program's development and delivery, from identification of incumbent worker tasks to student occupational competence. The components,

each of which supports the others and is affected in content by the others, are: (1) instructional objectives derived from specific tasks related to basic jobs with criterion-referenced measures for student performance drawn directly from the objectives; (2) a developmental handbook, to help curriculum writers develop the instructional program from the objectives; (3) student instructional modules, the total group constituting a coherent vocational program; (4) supporting instructional materials; (5) supporting instructional facilities; (6) a program management system, enabling teachers to organize and manage the program, and maintain student records; (7) a teacher's instructional handbook, which includes alternative learning experiences and appropriate affective objectives; and (8) teacher orientation. The final report describes the model, and discusses the individual study module, which is a set of learning activities designed to facilitate the student's acquisition and demonstration of a particular occupational competence. Discussion reactions to local presentations of the competency-based program model, which were used to modify and revise the model, are summarized and a sample study module is included. (AJ)

ED 118 847 95 CE 006 390

Drawbaugh, Charles C.

An Overview of Personnel Development in Business and Industry.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 31 Oct 75

Note—42p.; Presented at the National Vocational Education Personnel Development Seminar (Omaha, Nebraska, October 28-31, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Business, Costs, Disadvantaged Groups, Evaluation, Facilities, Futures (of Society), Handicapped, Historical Reviews, Human Resources, *Industry, Inservice Education, Institutes (Training Programs), *Manpower Development, Organizational Development, *State of the Art Reviews, Testing, *Training, Training Techniques, Vocational Education

The paper provides historical background of the training movement, an overview of the state of the art of personnel development in business and industry, and assessments affecting the future direction of human resource development in business/industry and public vocational education. An historical sketch traces training for work through apprenticeships and guilds, factory schools, Federal legislation for vocational education, professional organizations, and the effects of political/economic/societal forces. A section, "The Human Resources Pool," deals with the problem of determining who should be selected for training and by what means (testing, discrimination, and commitment to train the disadvantaged and handicapped). The section on "Human Resource Development," reflecting numerous studies, differentiates among terminology and provides general statements regarding facilities, methods and materials, courses and programs, costs, and evaluation. A section on "Organization and Management of Training" covers organizational structure, staffing of training programs, the role of the training director, inservice education, and professional organizations/journals. The author offers 15 conclusions on industrial training, nine predictions with related bibliographic citations, and 12 action-oriented recommendations. A bibliography of selected references is included. (EA)

ED 118 848 95 CE 006 391

Drawbaugh, Charles C. Schaefer, Carl J.

A One-Day Professional Development Seminar on Student Behavior for In-Service Teachers and Administrators in Selected Vocational Schools in New Jersey. Training Series in Vocational Technical Education. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date Jun 75

Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Annotated Bibliographies, Behavior Change, Behavior Problems, Class Management, Discipline, Discipline Problems, High School Students, Inservice Teacher Education, *Literature Reviews, School Environment, *Student Behavior, Teacher Role, Teacher Seminars, *Teacher Workshops, Vocational Education, *Vocational Education Teachers

The document describes a project, conducted by Rutgers University under a Federal grant, to help New Jersey vocational teachers cope with student behavior. Called "traveling seminars," the one-day workshops aimed to improve student behavior by helping teachers and administrators better understand it. The objective was approached indirectly, by supplying considerable information to the participants through audiovisuals and a variety of teaching approaches, in hopes of enabling them to increase their effectiveness in both preventive and disciplinary measures. A followup survey showed interest in continuing such seminars; the professional relationship between faculty members and the university was strengthened; and teachers felt the seminar content was useful. The seminar was judged to have missed its mark somewhat in terms of motivating further individual study on the topic of student behavior and equipping the participants to deal better with discipline problems. Approximately one-third of the document (39 pages) describes the workshops and their evaluations. The remainder of the document is comprised of: (1) a review and synthesis of research findings (35 pages) on school climate, student behavior, and discipline; (2) an annotated bibliography (22 pages) on those topics; and (3) appended letters, forms, minutes, and other materials related to the workshops. (Author/AJ)

ED 118 849 CE 006 392

Noeth, Richard J. Hanson, Gary R.

A Five-Year Follow-Up of Students Enrolled in Post-Secondary Vocational-Technical-Transfer Programs.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date Dec 75

Note—21p.; Presented at Annual Meeting of the American Vocational Association (Anaheim, California, December 1975); Tables may not reproduce clearly due to type size and density

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Planning, Educational Accountability, Educational Programs, Females, Followup Studies, Job Satisfaction, Males, National Surveys, *Post Secondary Education, Program Effectiveness, Relevance (Education), *Technical Education, *Transfer Programs, *Vocational Education, *Vocational Followup, Work Experience

The nationwide study examines career behavior patterns and work orientations of students five years after they began vocational-technical transfer programs at community colleges, technical schools, and similar kinds of institutions in the fall of 1970. The study sample consisted of 4,350 individuals selected from the national norm group who completed the American College Testing Career Planning Program. Sample members were both males and females chosen according to their original enrollment in one of the following eight programs: business and marketing, accounting, science, social science, arts and humanities, electrical engineering technology, auto mechanics, and nursing. An overall response rate of 60% was achieved. The results indicated that: of those students who completed an educational program, a very high percentage are employed in occupations related to their programs; students generally tend to gravitate toward jobs related to their educational program; with several exceptions, most individuals employed in occupations related to their programs felt they could not have obtained their present job without postsecondary education; and those employed in occupations related to their educational programs are highly satisfied with their present occupations with the majority indicating that they would enter such a program again if they had to do it over. (JR)

ED 118 850 CE 006 393

Pardess, Yosef

The Housewife Club: Demonstration Project, in the Town of Netivot, of the Establishment and Development of a Communal Laundry Centre as an Agent of Community Development.

Ministry of Social Welfare, Jerusalem (Israel).
Pub Date Jan 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Involvement, Community Organizations, Community Programs, *Community Services, Family Problems, Family Programs, Foreign Countries, Homemakers Clubs, *Housewives, Low Income Groups, *Neighborhood Centers, Program Administration, *Program Descriptions, Program Development, Program Planning, Social Agencies, *Social Welfare, Social Workers, Welfare Agencies

Identifiers—Israel, *Laundries

The report describes the development and operation of a communal laundry center, or housewife club in Netivot, Israel which provides laundry facilities, a social meeting place, and a variety of classes and services for users. The proposal for the club grew out of the difficulties facing the district social welfare bureau in solving the laundry problems of large families in the low-income community of 6,000 persons. During the three-year planning phase, community workers, trained by the Ministry of Social Welfare's Service for Community Work, interviewed residents to assess their needs and established a joint administrative committee of local authority and social welfare agency representatives. Characteristics of the population and the town, physical facilities of the laundry, center ownership and administration, and procedures for its daily operation are discussed. Participation in center activities (classes, films, lectures, and parent counseling sessions) by an average of 60 families a day from all sectors of the population is described. The report concludes that the club has become a family center which has improved community and family relations while serving as a model for similar clubs under construction throughout Israel. (Author/MS)

ED 118 851 CE 006 394

Report on Veterans' Administration's On-Job Training Program (B-178741). A Report of the General Accounting Office Submitted to the Committee on Veterans' Affairs, United States Senate, 94th Congress, 1st Session. Senate Committee Print No. 14.

Comptroller General of the U.S., Washington, D.C.

Pub Date 9 Jul 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Employment Opportunities, *Employment Programs, Employment Services, Employment Statistics, *Federal Programs, *Occupational Surveys, *On the Job Training, *Veterans

Identifiers—VA, *Veterans Administration

The document reports on a survey of the Veterans' Administration's (VA) on-job training programs under the current G.I. bill in order to determine whether full use was being made of the program as a source of veteran employment. The survey covered eight selected VA regional offices. Available information shows that since the program began in 1967 through June 1974, about 207,000 veterans have participated in the program and that as of November 30, 1974, about 26,500 approved employers were providing on-job training to about 58,200 veterans. The following were identified in the survey: (1) employers with approved programs, (2) approved employers with veterans in training, and (3) approved employers without veterans in training. About 58% of the approved employers did not have any veterans in training and an updated statistic (September 1974) revealed that 65% of the approved employers were inactive. Interviews with a sample of 271 employers revealed that one out of four employers needed on-job trainees and would accept qualified veterans if one had been referred. A VA or Department of Labor program to conduct followup activities is necessary in order to determine the need for on-job trainees among approved employers and to relate this information to veterans. (Author/EC)

ED 118 852 CE 006 395

Hoover, Larry T.

Police Educational Characteristics and Curricula. Michigan State Univ., East Lansing.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jul 75

Note—91p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

D.C. 20402 (Stock No. 027-000-00340-1, \$1.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Academic Standards, Associate Degrees, Bachelors Degrees, *College Curriculum, Course Descriptions, *Curriculum Development, *Educational Background, Educational Improvement, Educational Needs, Educational Programs, Educational Quality, Educational Research, *Law Enforcement, *Police, Post Secondary Education, Reference Materials, Task Performance

Identifiers—*Criminal Justice

A consensus exists regarding the need to improve law enforcement and to upgrade the quality of police officers through the imposition of higher educational standards. Three rationales for educational upgrading include: (1) to improve effectiveness in performing crime control functions through better motivation and greater ability in applying systems and technology, (2) to improve performance effectiveness of "order maintenance" functions through a balanced use of social counseling and law enforcement techniques, and (3) to insure proper exercise of police discretionary power. Research to assess educational upgrading efforts revealed that (1) police educational levels have risen significantly during the last few years, and (2) educational levels of police recruits in a particular agency are a function of the extrinsic rather than intrinsic characteristics of that agency. A curriculum for law enforcement education should be based on a prescriptive/theoretical approach. The appended materials (39 pages) present a model curriculum for the educational preparation of police and criminal justice personnel. It includes: (1) guidelines for 20 recommended professional courses of a criminal justice baccalaureate curriculum with a catalog description, selected reading resources, and course outline for each course; (2) a research questionnaire; (3) relevant contingency tables; and (4) a bibliography. (Author/EC)

ED 118 853 CE 006 396

Career Education Integrated Teaching Unit Handbook. Career/Self-Awareness, Grades K-2.

Royal Oak City School District, Mich.

Pub Date 75

Note—436p.; Second Edition; Portions of some pages are of marginal legibility; For other grade levels, see CE 006 397-398; For the Guide for Implementation, see CE 006 753

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage

Descriptors—*Career Awareness, Career Education, *Curriculum Guides, Grade 1, Grade 2, Instructional Materials, Integrated Activities, Integrated Curriculum, Kindergarten, *Learning Activities, *Primary Education, Self Concept, Unit Plan

Identifiers—Learning Experiences in Technology Project, *Project LET

The Integrated Teaching Units for grades K-2 constitute the methodology used to implement the career education concepts of Project LET (Learning Experiences in Technology). The document is designed to be used with the project implementation guide. The units were developed from the existing elementary curriculum and are designed to be implemented, evaluated, and revised by the classroom teacher. Arranged alphabetically by topic, the units cover a wide variety of subjects emphasizing an awareness of self, of careers, and of knowledge of the way man does things. For each unit, the title, grade level, a general overview, and teaching/learning resources (reference materials and suggestions for field trips, human resources, and activities) are listed on a plansheet. Concepts (listed according to the subject area to which they relate) with corresponding behavioral objectives, methods of implementation, and resource people and materials are presented in a four-column format. Detailed directions for some student-performed activities are given. Sample instructional materials are included with some of the units. (Author/MS)

ED 118 854 CE 006 397

Career Education Integrated Teaching Unit Handbook. Career/Self-Awareness, Grades 3 and 4.

Royal Oak City School District, Mich.

Pub Date 75

Note—492p.; Second Edition; Portions of some pages are of marginal legibility; For other grade levels, see CE 006 396-398; For the Guide for Implementation, see CE 006 753

EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage

Descriptors—*Career Awareness, Career Education, *Curriculum Guides, *Elementary Education, Grade 3, Grade 4, Instructional Materials, Integrated Activities, *Integrated Curriculum, *Learning Activities, Self Concept, Unit Plan
Identifiers—Learning Experiences in Technology Project, *Project LET

The Integrated Teaching Units for grades three and four constitute the methodology used to implement the career education concepts of Project LET (Learning Experiences in Technology). The document is designed to be used with the project implementation guide. The units were developed from the existing elementary curriculum and are designed to be implemented, evaluated, and revised by the classroom teacher. Arranged alphabetically by topic, the units cover a wide variety of subjects emphasizing an awareness of self, of careers, and of knowledge of the way man does things. For each unit, the title, grade level, a general overview, and teaching/learning resources (reference materials and suggestions for field trips, human resources, and activities) are listed on a plansheet. Concepts (listed according to the subject area to which they relate) with corresponding behavioral objectives, methods of implementation, and resource people and materials are presented in a four-column format. Detailed directions for some student-performed activities are given. Sample instructional materials are included with some of the units. (Author/MS)

ED 118 855 CE 006 398

Career Education Integrated Teaching Unit Handbook. Career/Self-Awareness, Grades 5 and 6. Royal Oak City School District, Mich.
Pub Date 75

Note—361p.; Second Edition; Portions of some pages are of marginal legibility; For other grade levels, see CE 006 396-397; For the Guide for Implementation, see CE 006 753

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—*Career Awareness, Career Education, *Curriculum Guides, *Elementary Education, Grade 5, Grade 6, Instructional Materials, Integrated Activities, *Integrated Curriculum, *Learning Activities, Self Concept, Unit Plan
Identifiers—Learning Experiences in Technology Project, *Project LET

The Integrated Teaching Units for grades five and six constitute the methodology used to implement the career education concepts of Project LET (Learning Experiences in Technology). The document is designed to be used with the project implementation guide. The units were developed from the existing elementary curriculum and are designed to be implemented, evaluated, and revised by the classroom teacher. Arranged alphabetically by topic, the units cover a wide variety of subjects emphasizing an awareness of self, of careers, and of knowledge of the way man does things. For each unit, the title, grade level, a general overview, and teaching/learning resources (reference materials and suggestions for field trips, human resources, and activities) are listed on a plansheet. Concepts (listed according to the subject area to which they relate) with corresponding behavioral objectives, methods of implementation, and resource people and materials are presented in a four-column format. Detailed directions for some student-performed activities are given. Sample instructional materials are included with some of the units. (Author/MS)

ED 118 856 CE 006 399

Handbook for Home Economics Cooperative Education Teacher-Coordinator in Texas. Revised.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date 75

Note—108p.; For related documents, see CE 006 400-405

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Advisory Committees, Classroom Techniques, *Cooperative Education, *Cooperative Programs, Educational Facilities, Educational Finance, Employment Programs, Instructional Materials, *Instructor Coordinators, Learning Activities, Needs Assessment, *Occupational Home Economics, *Program Guides, Student Placement, Student Records, Teacher Qualifications, Training Techniques

The instructor-coordinator's handbook is for Home Economics Cooperative Education programs, those which are designed to prepare stu-

dents for the world of work or for advanced education. The guide lists terms related to home economics cooperative education and covers the following subjects in separate chapters: (1) vocational homemaking education gainful employment programs; (2) relationship between home economics subject matter areas and the Home Economics Cooperative Education Program; (3) approved occupations for Home Economics Cooperative Education Programs in Texas; (4) credits and prerequisites; (5) teacher qualifications; (6) the teacher coordinator; (7) determining the need for a Home Economics Cooperative Education Program; (8) operating funds; (9) classroom facilities, equipment, and supplies; (10) filing systems; (11) advisory committee; (12) student selection; (13) selection of training stations; (14) student placement; (15) reports; (16) permanent record and followup; (17) training plans; (18) class instruction; (19) instructional materials; (20) coordination activities; (21) end-of-year activities; (22) publicity; (23) Future Homemakers of America; and (24) check sheet for Home Economics Cooperative Education. (JR)

ED 118 857 CE 006 400

Guidebook for Home Economics Cooperative Education Occupational Areas.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date 75

Note—362p.; For related documents, see CE 006 399-405

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Child Care Occupations, Consumer Protection, Cooperative Education, *Cooperative Programs, *Curriculum Guides, Dietetics, Educational Objectives, Food Service Workers, Home Furnishings, Homemaking Skills, Instructional Aids, Job Analysis, Learning Activities, *Occupational Home Economics, Occupational Information, *Occupations, *Program Guides, Task Analysis, Task Performance, Unit Plan

The curriculum guide opens with brief introductions on the use of the guide and on the nature of the 17 occupations considered and possible places of employment in each job category. The remainder of the guide consists of unit plans for the occupations: art and craft aide, bridal consultant, child care aide, clothing assistant, companion to elderly, consumer aide, dietetic aide, fabric coordinator, fashion coordinator, floral designer, food caterer aide, food service employee, home furnishings aide, housekeeping management assistant, physical fitness assistant, tester of foods, and tester of textiles. The unit plans consist of job analysis interview forms, and various learning activities which specify objectives, tasks, work experiences, and study assignments. (JR)

ED 118 858 CE 006 401

Reference Lists for HECE Occupational Areas.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date [75]

Note—76p.; For related documents, see CE 006 399-405

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Annotated Bibliographies, Child Care Occupations, Consumer Protection, Cooperative Education, Dietetics, Food Service Workers, Home Furnishings, Homemaking Skills, *Occupational Home Economics, *Occupations, Physical Fitness, Reading Assignments

The annotated bibliography contains citations to appropriate reference books, pamphlets and audiovisual materials for the following 17 occupations: art and craft aide, bridal consultant, child care aide, clothing assistant, companion to the elderly, consumer aide, dietetic aide, fabric coordinator, fashion coordinator, floral designer, food caterer aide, food service employee, home furnishings aide, housekeeping management assistant, physical fitness aide, tester of foods, and tester of textiles. In addition, the document suggests reading assignments in each of the reference books in coordination with units in the "Guidebook for Home Economics Cooperative Education Occupational Areas." (JR)

ED 118 859

CE 006 402

Dietetic Aide. [Teacher's Copy]. Revised.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date 75

Note—366p.; For related documents, see CE 006 399-405

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Adult Education, Cooperative Education, Course Content, *Curriculum Guides, *Dietetics, Educational Objectives, *Food Service Occupations, *Food Service Workers, Health Personnel, Instructional Materials, Job Analysis, Learning Activities, *Occupational Home Economics, Occupational Information, Reading Assignments, Secondary Education, Task Analysis, Tests, Unit Plan

Identifiers—*Dietetic Aides

The curriculum guide, one of a series prepared to assist teacher-coordinators in promoting and teaching home economics cooperative education programs, provides a course of study for the dietetic aide occupation. In addition to a brief overview, job description, and job analysis of the occupation, the guide's four main sections are: instructional materials for students, answer sheets for study questions, unit tests, and answer keys for unit tests. For each of these sections the guide covers the following 12 topics in a unit format: what is a dietetic aide, dietetic aides as members of the dietary teams, diet therapy, small equipment for food preparation and service, large equipment for food preparation and service, large equipment for cooking food, techniques of food preparation, food preparation, fundamentals of food service procedures, safety, sanitation, and basic skills in management. Each unit provides objectives, tasks, work experiences, and study assignments. (JR)

ED 118 860

CE 006 403

Food Service Employee. [Teacher's Copy]. Revised.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date 75

Note—432p.; For related documents, see CE 006 399-405

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage

Descriptors—Adult Education, Cooperative Education, Course Content, *Curriculum Guides, Educational Objectives, *Food Service Occupations, *Food Service Workers, Health Personnel, Instructional Materials, Job Analysis, Learning Activities, *Occupational Home Economics, Occupational Information, Reading Assignments, Secondary Education, Tests, Unit Plan

Identifiers—*Dietetic Aides

The curriculum guide, one of a series prepared to assist teacher-coordinators in promoting and teaching home economics cooperative education programs, provides a course of study for the food service employee occupation. In addition to a brief overview, job description, and job analysis of the occupation, the guide's four main sections are: instructional materials for students, answer sheets for study questions, unit tests, and answer keys for unit tests. For each of these sections the guide covers the following 13 topics in a unit format: what is a food service employee, sanitation, safety, nutrition small equipment for food preparation and service, large equipment for food preparation and service, large equipment for cooking food, techniques of food preparation, cold food work station, hot food work station, bake work station, customer service techniques, and procedures for storeroom control. Each unit provides objectives, tasks, work experiences, and study assignments. (JR)

ED 118 861

CE 006 404

Home Furnishing Services.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
Pub Date [75]

Note—369p.; For related documents, see CE 006 399-405

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—*Curriculum Guides, *Disadvantaged Youth, Educational Objectives, Furniture, Furniture Design, Furniture Industry, *Home Furnishings, *Instructional Materials, Job Training, Learning Activities, *Occupational Home Economics, Secondary Education, Semiskilled Occupations

The secondary level curriculum guide in home furnishings was designed for coordinated vocational-academic education (CVAE) students, in-school youth possessing academic, socioeconomic, or other handicaps which prevent them from succeeding in traditional educational endeavors. The first of two parts of the guide is the overview which describes the characteristics of the CVAE student, explains the use of the guide, defines terms used and standard educational objectives, and provides suggestions for teaching CVAE students. Section 2 contains instructional materials for the following topical units: orientation to home furnishings services, design, equipment and safety, assembly-line production of furniture, sewing skills, household linens, decorative accessories, draperies and curtains, window accessories, care of home furnishing items, and packing and storing home furnishings items. Each unit provides overall objectives, behavioral objectives, and learning and evaluation experiences covering a wide variety of instructional materials and techniques. (JR)

ED 118 862 CE 006 405
Housekeeping Management Assistant. [Teacher's Copy]. Revised.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology; Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

Pub Date 75

Note—371p.; For related documents, see CE 006 399-404

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Adult Education, Cooperative Education, Course Content, *Curriculum Guides, Educational Objectives, Health Personnel, *Homemaking Education, *Homemaking Skills, Instructional Materials, Job Analysis, Learning Activities, *Maid, *Occupational Home Economics, Occupational Information, Reading Assignments, Secondary Education, Task Analysis, Tests, Unit Plan

Identifiers—*Dietetic Aides, *Housekeeping Management Assistants

The curriculum guide, one of a series prepared to assist teacher-coordinators in promoting and teaching home economics cooperative education programs, provides a course of study for the housekeeping management assistant occupation. In addition to a brief overview, job description, and job analysis of the occupation, the guide's four main sections are: instructional materials for students, answer sheets for study questions, unit tests, and answer keys for unit tests. For each of these sections the guide covers the following 10 topics in a unit format: what is a housekeeping management assistant; use of equipment and supplies; cleaning guest rooms; cleaning patient rooms; cleaning the private home; providing building services; maintenance of floors; general cleaning; cleaning bathrooms, restrooms, and shower rooms; and management of laundry procedures. Each unit provides objectives, tasks, work experiences, and study assignments. (JR)

ED 118 863 CE 006 407
Consumer and Homemaking Education for Adults: Housing.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Occupational Education.

Pub Date Mar 70

Note—17p.; Prepared by Office of Consumer and Homemaking Education

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, Class Activities, Course Content, *Homemaking Education, *Housing, Learning Activities, *Money Management, Resource Guides, *Unit Plan

The unit guide, which is designed for homemaking teachers involved in curriculum development for adult education programs, provides coverage of attitudes, knowledge, and skills helpful to adult homemakers in providing for the housing needs of the family. It covers selection of housing, legal aspects, single-unit housing and multi-unit housing advantages and disadvantages, organization of activity and storage centers in the home, buying furniture and home furnishings,

home safety, and planning for home financing and maintenance. Generalizations and suggested learning experiences are provided for each objective. A bibliography includes book, pamphlet, filmstrip, film, and magazine sources. (EA)

ED 118 864 95 CE 006 409
Project APPLE CORE. Annual Report, July 1, 1975 to September 30, 1975.

Louisiana State Dept. of Education, Baton Rouge.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0016-VA

Pub Date Dec 75

Grant—OEG-0-74-1811

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education Programs, Basic Skills, Career Education, *Diagnostic Teaching, Educationally Disadvantaged, Employees, Employer Attitudes, Individual Instruction, Individualized Instruction, Individual Needs, *In-plant Programs, Job Skills, Material Development, Occupational Aspiration, *Program Descriptions, Promotion (Occupational), *Underemployed

Identifiers—*Adult Performance Level, APL, Louisiana (Lafayette Parish), Project Apple Core

Project Apple Core (Adult Performance Level), a 15-month project funded through Section 309 of the Adult Education Act of 1966, was carried out in Lafayette Parish, Louisiana, to provide a career-oriented instructional program for undereducated and underemployed adults in that area. The document briefly describes some aspects of the project, in which employers, administrators, and supervisors identified undereducated employed adults, and instructional programs for them were implemented in a hospital, a packing plant, a Union, and a city public works department. Individual prescription programs for each student were developed, based upon: (1) a survey identifying necessary levels of competency, (2) supervisor interviews to identify each employee's specific academic weaknesses, (3) employee interviews to determine their specific interests, and (4) site visits. Paraprofessionals were hired, career-oriented math and reading curricula were developed, and instructional materials were compiled into instructional packets in the areas of Health Services, Private Industry, and Municipal Service. Communication between the agency and the supervisors provided feedback. An annotated bibliography was compiled, a dissemination conference held, and a slide presentation developed and shown for promotion, training, and recruitment. Sizeable gains were produced in educational levels among participants. The document does not contain the bibliography or the instructional packets. (AJ)

ED 118 865 95 CE 006 410
Tuck, Betty H.

Improving State Administered Adult Education Services in the Trust Territory of the Pacific Islands. Final Report, Fiscal Year 1975.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-74-3222

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Adult Basic Education, *Curriculum Development, *English (Second Language), Foreign Countries, *Governmental Structure, Government Role, Languages, *Material Development, Teacher Workshops

Identifiers—Micronesia, *Pacific Trust Territory

The project was an effort to investigate local leadership structures and issues related to government, and to develop out of this a curriculum for teaching English to Micronesian adults. The process involved (1) gathering data (recorded adult perceptions of government functioning) by a writer traveling throughout all of the local districts and (2) workshops for Adult Basic Education (ABE) teacher training specialists to further develop and translate the materials. Throughout the process, materials were continually exchanged with the local districts for review. An attempt was made to develop simple materials in the beginning to motivate learners to complete the second section of the course, Government Struc-

ture. Stories in the student reader are printed in nine languages. The staff felt that they successfully put together relevant teaching materials (14 publications or filmstrips including reference and Federal program lists). The bulk of the document consists of excerpts from the developed teacher's guide and student reader, illustrating the contents and the manner in which the materials could be used. Appended are workshop agendas, a map of the Trust Territory, a list of cooperating agencies, names and addresses of ABE specialists, and the participant characteristics form for adult education teacher training projects. (Author/MS)

ED 118 866 CE 006 411

Fultz, Anna Carol

Evaluation of Special Consumer-Homemaking Programs in Illinois High Schools.

Southern Illinois Univ., Carbondale. School of Home Economics Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date [72]

Note—105p.; Reproductions of newspaper clippings in Appendix A will not reproduce well

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Consumer Education, Data Analysis, *Disadvantaged Youth, Economically Disadvantaged, Educational Objectives, Educational Programs, High School Students, *Homemaking Education, Program Attitudes, *Program Evaluation, Questionnaires, Secondary Education, *State Surveys, Tables (Data) **Identifiers**—Illinois

The document presents an evaluation of: (1) consumer homemaking education programs in Illinois high schools and their role in helping economically disadvantaged youth in assuming the dual role of homemaker and wage earner, (2) strengths and weaknesses of these programs, and (3) current and projected needs of professional education programs and curriculum development for implementing and upgrading the program. Data were collected through five questionnaires sent to program administrators, program teachers, students, former students, and parents. In addition, 14 schools were selected for on-site evaluation which included interviews with the vocational director, administrator, curriculum coordinator, program teacher, students, and parents. An indepth evaluation of four additional schools was conducted which included similar on-site interviews and gathering additional information. The data, acquired from 106 administrators, 136 teachers, 4,524 students, 284 former students, and 250 parents, revealed that the objectives of consumer homemaking programs are being adequately met. The appended materials (44 pages) contain the following: (1) anecdotal evidence from teachers, students, former students, and parents; as well as letters of community support for the programs; (2) value clarification instruments; and (3) questionnaires given to the administrators, teachers, students, former students, and parents. (Author/EC)

ED 118 867 95 CE 006 412

Final Teacher Training (Staff Development) Project Report for Volunteer Adult Basic Reading Tutorial Program, May 1, 1974-July 30, 1975.

Literacy Volunteers, Inc., Syracuse, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date Dec 75

Grant—OEG-0-74-1803

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adult Basic Education, Adult Literacy, *Adult Reading Programs, Information Dissemination, Leadership Training, Participant Satisfaction, Program Descriptions, Program Effectiveness, *Program Evaluation, Regional Programs, Staff Improvement, *Teacher Workshops, Training Objectives, *Tutorial Programs, *Volunteer Training

Identifiers—Literacy Volunteers of America, LVA

The project was assigned with the purpose of providing adult basic education directors in Regions 1, 2, 5 and 10 of the U.S. Office of Education with the technical capability of using staff and volunteers to organize and manage the training of volunteers to tutor adults in basic reading and writing. Two training workshops were con-

ducted in each region for basic reading tutor training, workshop leaders training, and organizational management training. Descriptions of the workshops held in each region cover the following topics: (1) initial planning and orientation session, (2) initial workshop, (3) second workshop, (4) inservice training/consultancy visit, and (5) technical assistance. Information dissemination activities are reported and data collection methods discussed. A favorable evaluation of the program's effectiveness in achieving its objectives was based on the results gathered from formative, summative, and informal data acquired from participants and questionnaires given to the regional project directors. Data on workshops conducted by participants and the questionnaire are presented. Objectives for workshop training, workshop leaders training, and volunteer management training are appended. (Author/EC)

ED 118 868 95 CE 006 413

The Career Intern Program: Preliminary Results of an Experiment in Career Education. Technical Appendix, Volume 2.

Gibboney (Richard A.) Associates, Inc., Elkins Park, Pa.; Opportunities Industrialization Centers of America, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—NE-C-00-3-0122

Note—104p.; For Volume 1, see CE 005 972

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Education, Comparative Analysis, Data Collection, *Evaluation Methods, Experimental Programs, Followup Studies, Instructional Student Costs, *Internship Programs, Measurement Instruments, Program Effectiveness, *Program Evaluation, Questionnaires, *Research Design, Research Methodology, Student Characteristics, Student Evaluation, Tables (Data)

Identifiers—*Career Intern Program, CIP

The technical appendix to "The Career Intern Program: Preliminary Results of an Experiment in Career Education," Volume 1, reports on the research designs used for evaluating the Career Intern Program's (CIP) effectiveness in increasing the student's cognitive skills, academic achievement, vocational adjustment, future orientation, and self-image as compared to students who did not participate in CIP. Section 1 (156 pages) focuses on the experimental evaluation design and the following instruments used: (1) career development inventory, (2) self-esteem inventory, (3) internal-external scale, (4) CIP intern interview, (5) CIP parent interview, (6) CIP graduate intern questionnaire, and (7) employer questionnaire: graduate interns followup. Tabulated raw data, the basis for discussion in Volume 1, are presented for the following areas: (1) intern characteristics when they enter CIP: frequency distributions of pretest measures; (2) gains made by interns over the first 10 weeks: pooled frequency distribution of pre- and post-tests for cohorts entering January and June 1974; and (3) differential gains made by subgroups of the January and June cohorts over the first 10 weeks. Section 2 presents the ethnographic design used to collect qualitative data comprising the program description and case studies in Volume 1. Section 3 contains figures on cost per intern. (Author/EC)

ED 118 869 CE 006 414

Hardy, Roy

A Third-Party Evaluation of the Florida Comprehensive Program for Career Development: K-Universities. Annual Evaluation Report FY 74-5.

Educational Testing Service, Atlanta, Ga.

Spons Agency—Florida State Dept. of Education, Tallahassee, Div. of Vocational, Technical and Adult Education.

Pub Date 29 Aug 75

Note—131p

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Career Education, *Comprehensive Programs, Curriculum, *Elementary Secondary Education, Guidance, Inservice Education, Occupational Information, *Post Secondary Education, Program Development, *Program Evaluation, Self Concept, Vocational Development, Vocational Followup

Identifiers—*Florida

The Florida Comprehensive Program for Career Development: K-Universities is a consor-

tium effort to develop a coordinated and comprehensive career education program for students in two public school districts, a community college, and a university. Components of the project include guidance, curriculum, and placement/followup. Third party evaluation by Educational Testing Service for the first year of project operations included orientation, designing a comprehensive future evaluation plan, reviewing project reports and similar data, and reviewing analyses of student data based upon measures related to project objectives. Tentative conclusions are that the project has initiated activities for all proposed components and target groups; exceptional project achievements are noted in the areas of communication and inservice training. Analyses of pre/post student measures of self-awareness and career knowledge showed no significant changes. Tentative recommendations include more advanced planning of inservice activities, more project resources allocated to career education programs at the postsecondary level, and careful defining of the project's role in implementation for each component and target group level. Approximately 75 pages consist of appendices: evaluation plan for fiscal year 1976, reviews of self-awareness and career knowledge instruments, and a review of student data collected during fiscal year 1975. (Author/EA)

ED 118 870 CE 006 415

Limited Field Testing of the Planning Guide Consumer Education K-12 in Cambridge, Massachusetts. Supplement.

Framingham State Coll., Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Office of Consumer and Homemaking Education.

Pub Date Jun 73

Note—55p.; For the Planning Guide, see CE 006 356

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Consumer Economics, *Consumer Education, Curriculum Guides, Educational Objectives, *Elementary Secondary Education, *Evaluation Methods, *Learning Activities, Post Testing, Pretests, *Program Evaluation, Teacher Developed Materials, Testing

Identifiers—*Field Testing

The document presents supplementary material for the planning guide based on the results of a field test conducted in an urban school system and on comments from teachers, aimed at making the activities more relevant to student needs. Activities carried out in the four content areas are described, with teacher comments on their reception by the students, separately for the primary, intermediate, and secondary levels. After pretesting, about two-thirds of the sample of 351 students were given consumer education training. After training, all students were posttested using the opposite version of their pretest form. The results of the tests suggest that while test order played a significant role in determining pre- to posttest improvement, neither test series (elementary, junior high, and high school) nor test group (consumer education and control) by themselves were significant in effecting improvement. However, a significant effect was revealed when the interaction of test series and test groups was considered in an analysis of variance test. The implications for consumer education of the findings of learning differences by age and topic are briefly discussed. (EC)

ED 118 871 CE 006 417

The Myth and Reality of Aging in America.

Harris (Louis) and Associates, Inc., New York, N.Y.; National Council on the Aging, Inc., Washington, D.C.

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.; Florence V. Burden Foundation, New York, N.Y.

Pub Date Apr 75

Note—260p.; For excerpts from the report, see CE 006 418

Available from—The National Council on the Aging, Incorporated, 1828 "L" Street, N.W., Washington, D.C. 20036 (NCOA members \$15.00; Non-members \$20.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ability, Attitudes, Cultural Images, Demography, Expectation, Experience, *National Surveys, Needs, *Older Adults, Productivity, Public Facilities, *Public Opinion, Public Policy, Retirement, *Self Concept, Senior

Citizens, Social Responsibility, Social Welfare, *Statistical Studies, Stereotypes

Identifiers—National Council on the Aging Inc., NCOA, Social Security

To understand and document the image and the reality of old age and older Americans, the National Council on the Aging (NCOA) commissioned the major, in-depth survey which examined public attitudes and expectations and documented older Americans' views and personal experiences. Consisting of statistical tables, textual analysis, and subjective discussions of implications, the report presents a major overview of the survey's findings in eight sections: (1) public attitudes toward old age, (2) public expectations of people over 65, (3) social and economic contribution of people 65 and over, (4) preparation for old age, (5) the experience of being older, (6) accessibility and use of community facilities by the public 65 and over, (7) the media and the image of people 65 and over, and (8) the politics of old age. The study found that most older Americans desire to and can be productive and that many millions live at or below the poverty line. Considered extremely significant, the findings related to public policy include these: Almost all Americans believe social security payments should automatically rise with living costs; most agree that the Federal government should use general tax revenues for supporting older people, and oppose mandatory retirement at a fixed age. (Author/AJ)

ED 118 872 CE 006 418

[Myths and Realities of Life for Older Americans.] National Council on the Aging, Inc., Washington, D.C.

Pub Date Apr 75

Note—28p.; Material contained herein has been excerpted from "The Myth and Reality of Aging in America" a study for the National Council on the Aging, Inc., (c) April 1975, by Louis Harris and Associates, Inc.; (Available as CE 006 417)

Journal Cit—Perspective on Aging; v4 n2 Mar/Apr 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Ability, Attitudes, Cultural Images, Demography, Expectation, Experience, *National Surveys, Needs, *Older Adults, Productivity, Public Facilities, *Public Opinion, Public Policy, Retirement, *Self Concept, Senior Citizens, Social Responsibility, Social Welfare, *Statistical Studies, Stereotypes

Identifiers—National Council on the Aging Inc., Social Security

The document is comprised of brief excerpts from the Louis Harris and Associates' study for the National Council on the Aging, "The Myth and Reality of Aging in America," the most extensive study ever conducted to determine public attitudes and perceptions of aging in this country, and to document older Americans' views and attitudes toward themselves and the experience of old age. Topics to which excerpts are devoted include: old age and public attitudes, preparation for old age, the survey advisory committee, the experience of being old, community involvement, the image of aging, the politics of old age, the media's portrayal, and the level of service by older adults. One finding in the area of public policy is considered to be extremely significant: 97 percent of Americans believe that Social Security payments should automatically increase with rises in the cost of living; also, the conclusion is drawn that most of the older population wish to be productive and have the potential to be so, and clearly, too, most older people feel that their condition in life is better than the general public believes it to be. Nevertheless, many millions of older people are living at, or below, the poverty line. (Author/AJ)

ED 118 873 CE 006 419

Verderese, Maria de Lourdes Turnbull, Lily M.

The Traditional Birth Attendant in Maternal and Child Health and Family Planning: A Guide to Her Training and Utilization.

World Health Organization, Geneva (Switzerland).

Spons Agency—United Nations Fund for Population Activities, New York, N.Y.

Pub Date 75

Note—120p.; Some pages will not reproduce clearly due to marginal reproducibility of original document

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Attendant Training, Cultural Factors, *Developing Nations, Developmental Programs, Educational Needs, *Educational Programs, Family Planning, Guidelines, Health Personnel, Health Programs, *Health Services, Job Skills, Medical Education, *Paramedical Occupations, Pediatrics Training, *Pregnancy, Program Proposals, Supervisory Training
Identifiers—Midwives, *Traditional Birth Attendants

The publication provides guidelines for assisting developing countries in determining strategies for the utilization and training of traditional birth attendants (TBAs). TBAs are persons (usually women in rural areas) who assist the mother at childbirth and who initially acquired their skills through experience rather than formal training. After a chapter giving the results of a World Health Organization survey of birth attendants in various countries, it describes the formulation of strategies for TBA involvement in maternal and child health and family planning programs. It outlines a suggested training program (including learning objectives and tasks for antepartal, intrapartal, postpartal, and infant care, family planning and coordination with health services) stressing that the course should be adapted to the needs of individual TBAs. The publication deals also with the preparation of trainers and supervisors and with the problems and techniques of supervision. It ends with chapters on evaluation and on topics that call for further investigation. Each chapter is followed by a list of references. Appended are: titles used to designate TBAs, statistics on supervision of deliveries in various countries, analysis of existing training programs for TBAs (20 countries, 1972), national workshop questionnaire on activities of Indonesian TBAs, and suggested tasks of the trained TBA working in collaboration with the health establishment. (Author/MS)

ED 118 874 CE 006 420
 Judd, Eunice And Others

A Developmental Resource Unit for Business Education.

Oklahoma City Public School System, Okla.
 Pub Date 70

Note—108p.; Appendix D (pp. 85-97a) and a portion of Appendix E (pp. 102-8) of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Business Education, Case Studies, *Consumer Economics, Consumer Education, Course Content, *Credit (Finance), *Instructional Materials, Learning Activities, Money Management, Resource Materials, *Resource Units, Secondary Education, State Legislation, Transparencies, Unit Plan, Visual Aids
Identifiers—*Oklahoma

The resource unit was prepared to provide examples of business education activities that emphasize economic concepts concerning consumer credit and to supply information pertaining to the Oklahoma Uniform Consumer Credit Code. It is suggested for use in the following courses: general business, business law, business economics, bookkeeping, business math, and other related business subjects. The first part of the document presents (in chart form) economic ideas with explanations, learning activities, and resources. Some of the resources are appended. More than one-half of the document consists of appended material including: transparency masters (some with scripts), case studies, articles, a copy of Oklahoma Senate Bill No. 587 (dealing with credit cards), a test on buyer's rights, Western District of Oklahoma court statistics on bankruptcy cases, and suggestions for bulletin board displays. (Author/MS)

ED 118 875 CE 006 421
 Dittrich, Andrew

Work Activity and the Developmentally Disabled. Estimated Needs, Present Services in New Jersey.

Rutgers, The State Univ., New Brunswick, N.J. Bureau of Economic Research.
 Pub Date Aug 75
 Note—135p.

Available from—Rutgers Disability and Health Economics Research, Rutgers University, 165 College Avenue, New Brunswick, New Jersey 08903 (\$5.00)

Document Not Available from EDRS

Descriptors—*Adults, Census Figures, *Cerebral Palsy, *Epilepsy, Handicapped, *Mental Retardation, Needs Assessment, State Surveys, Tables (Data), Vocational Rehabilitation, *Work Experience Programs

Identifiers—*Developmentally Handicapped, New Jersey

Estimates of the numbers of developmentally disabled persons 21 years or older in New Jersey were derived to establish a potential target population for work activity programs. Chapter 2 presents estimates by county of the eligible State population of mentally retarded, cerebral palsied, and epileptic persons. (Figures represent 1970 Census reports, combined with prevalence rates for the respective groups from relevant scientific literature.) Chapter 3 introduces further calculations for each group, based on a statistical survey of an institutionalized developmentally disabled population. Estimates are presented in Chapter 4 for the eligible clientele for work activity in the 21 counties, while Chapter 5 consists of a statewide inventory of existing services by counties which was assembled from agency lists and telephone interviews. Adequacy of coverage and priority of need can be determined by comparison of the projected area populations with the inventory of existing services. Selection criteria are advanced in Chapter 6 concerning the location of work activity programs and centers, the approximate costs, and suggested guidelines for creating and expanding services. Estimated eligible population for adult work activity programs in New Jersey was 14,153; 1,761 adults were receiving work activity services in 1974. (Author/EA)

ED 118 876 CE 006 422
 Lengrand, Paul

An Introduction to Lifelong Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—157p.

Available from—UNESCO Press, 7 Place de Fontenay, 75700 Paris (\$13.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Continuous Learning, *Educational Change, *Educational Development, Educational History, Educational Objectives, *Educational Planning, Educational Problems, *Educational Strategies

The concept of lifelong education has become a key issue in educational planning. The author, a theorist and practitioner in adult education and a member of the UNESCO Secretariat since 1948, suggests how lifelong education can be promoted and highlights some of the problems it involves. The book is in two parts. In the first, the author tries to show the logical and organic development of lifelong education in its various stages and identifies a number of challenges which require an intellectual, physical, and emotional readiness. The study continues with a number of analyses of the significance, dimensions, and objectives peculiar to lifelong education, and closes with proposed elements of a strategy for educational action. It stresses the necessity of linking together, in both thought and achievement, the objective and processes of education as applied to children, adolescents, and adults. (Author/EA)

ED 118 877 CE 006 423
 Bordia, Anil, Ed. And Others

Adult Education in India: A Book of Readings.

Indian Adult Education Association, New Delhi; Rajasthan Univ., Jaipur (India).

Pub Date 73

Note—542p.

Available from—Nachiketa Publications Limited, 5 Kasturi Buildings, J. Tata Road, Bombay 400020, India (\$5.68)

Document Not Available from EDRS

Descriptors—*Adult Education, *Adult Education Programs, Adult Learning, *Adult Literacy, *Anthologies, Developing Nations, Educational History, Educational Objectives, Educational Philosophy, Foreign Countries, *Indians, Program Descriptions, Teaching Methods, Universities, Urban Education
Identifiers—*India

The book contains articles and excerpts from works of leading educators and scholars associated with problems of adult education in India. The readings are presented in five sections. The first section, Historical Perspective, deals with the progress of adult education (from the beginning of British rule to the present day) and

extension services. The next section contains articles on philosophy and objectives, describing the importance and necessity of adult education. Section 3, Adult Literacy, begins with an article describing the reality of the situation followed by several articles dealing with methods, objectives, and contents of various regional literacy programs. The fourth section, on methods, covers a wide range of subjects including the roles of writers, mass media, and research and evaluation. The final section of readings describes programs for urban adult education, special groups (teachers, army personnel, workers, physicians, and farmers), university adult education, and other agencies (industry, libraries, museums, and professional associations). A 12-page bibliography and an index conclude the book. (Author/MS)

ED 118 878 CE 006 434
Special Needs Programming in Iowa: Vocational Education for the Disadvantaged and Handicapped, 1972-1974.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

Pub Date 74

Note—217p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Career Education, Career Exploration, *Disadvantaged Groups, *Handicapped, Instructional Materials Centers, Post Secondary Education, Program Descriptions, Projects, Secondary Education, *State Programs, Tables (Data), Vocational Development, *Vocational Education, Work Experience Programs
Identifiers—*Iowa

The publication is a summary of the Federally sponsored programs for disadvantaged and handicapped persons that have been administered by the Special Needs Section of the Iowa State Department of Public Instruction during fiscal years 1972, 1973, and 1974. It is the responsibility of the Special Needs Section to plan, implement, and evaluate career education programs and services for secondary and postsecondary age disadvantaged and handicapped persons on a statewide basis. General observations and recommendations are outlined regarding distribution of programs, population trends, secondary/postsecondary programming, staff provisions, media centers, inservice activity, and financing of special needs programs. The bulk of the document consists of 75 secondary level, 80 postsecondary level, and nine media center project descriptions categorized under 16 State geographical areas. A summary for each project provides program objectives, project characteristics, funding information, length of project, number enrolled, and a contact person. Secondary school projects provide work experiences, support services, and preparatory programs and are predominantly administered by schools located in towns exceeding 5,000 population. At the postsecondary level, support services and vocational preparatory/exploratory activities are provided mainly through programs located on community college campuses. Appendixes contain classification charts of the population served and funding information. (EA)

ED 118 879 CE 006 435
 Bishop, Edward W.

Police Management Training Factors Influencing DWI Arrests. Final Report.

Dunlap and Associates, Inc., Darien, Conn. Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-801-731

Pub Date Sep 75

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Administrative Personnel, Course Content, Course Evaluation, Decision Making, *Drinking, Instructional Materials, Job Training, *Law Enforcement, *Material Development, Performance Factors, *Police, Program Development, Program Evaluation, Workshops
Identifiers—*Driving While Intoxicated

The development of training material for police management personnel concerning command and supervisory actions appropriate for more effective driving-while-intoxicated (DWI) enforcement is desired. The training is based on two research studies that identified environmental and attitudinal factors influencing a patrolman's arrest decision. These factors are summarized in tabular form and discussed. The training program design is a workshop using the case-study technique.

The following steps in the development of training content and format are desired: compilation of training requirements, selection of training objectives and strategy, design of materials, pilot tests, evaluation and revision of materials, and production of final copies. Results of three pilot tests of the training package and participant evaluations are presented, which indicate that (1) the training package developed by the project presented a necessary and interesting topic and (2) the format and manner of presentation were judged as adequate or better. Recommendations were that the materials be produced for dissemination and that continuing evaluation of workshops be maintained. Appended material (41 pages) includes: task descriptions from the project plan, final version of the workshop schedule, evaluation plan and instruments, and memorandum reports of pilot tests. (Author/MS)

ED 118 880 CE 006 436
Sax, Ellen

A Directory of Preceptorship Programs in the Health Professions.

National Health Council, New York, N.Y.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.
Pub Date Aug 75
Note—180p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
Descriptors—*Clinical Experience, *Directories, *Field Experience Programs, *Health Occupations Education, Health Personnel, *Internship Programs, Practicums, Work Experience Programs

Identifiers—*Manpower Distribution Project

The directory lists the types of preceptorship experiences (courses of study in which students receive part of their training in a health care setting outside the direct confines of the educational institution and under the supervision of a practicing professional who serves as a preceptor) available at health professional schools and also the variety of sites being used for these experiences (also known as clerkships, clinical electives, or field placements). The directory is divided into two main sections, programs open to students from other institutions (108) and programs limited to those enrolled at the sponsoring college or university (135), both listed alphabetically by State. Data for the directory have been gathered from schools of dentistry, medicine, nursing (baccalaureate programs only), optometry, osteopathic medicine, pharmacy, podiatry, and public health. Included for each listing are: a brief description of the experience (rural, inner city, solo practitioner, group practice, neighborhood health center, and others), a contact for information, name of the sponsoring school or organization, location of sites, length of assignment, availability of financial assistance, and identification of students to whom the program is open. A chart and map summarize the listings. Appended are names of schools interested in initiating cooperative programs with other institutions. (Author/MS)

ED 118 881 CE 006 437

Redburn, Steve And Others
Planning and Program Budgeting Workbook.

Youngstown State Univ., Ohio.
Spons Agency—Ohio Board of Regents, Columbus.
Pub Date Sep 75

Note—93p; Pages 17, 21, 23, and 24 retyped at the ERIC Clearinghouse in Career Education because the originals were not reproducible

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Community Agencies (Public), Evaluation Methods, Guidelines, *Instructional Materials, *Learning Activities, Learning Processes, Management by Objectives, Needs Assessment, *Program Budgeting, Program Evaluation, *Program Planning, *Social Agencies, Workbooks

Identifiers—*Project Improve Social Agency Planning Budgeting

The workbook is a training tool designed to make the concept of program planning and budgeting available to small social agencies in a simplified and practical form. It begins with a glossary and an explanation of the Annual Program Budgeting Cycle, the basis for the process described. The first four chapters contain summarized material, references, and activities which: (1) provide a process for the agency to reach a

working consensus about goals and priorities, (2) give instruction and practical exercise in writing specific objectives, (3) aid the agency in developing a program structure and budget, and (4) provide a process for immediately assessing agency performance levels. The final chapter deals with program planning and presents guidelines on how to assess community problems and how to develop and analyze alternative solutions to those problems. Also included is a program budgeting calendar. (Author/MS)

ED 118 882 CE 006 438

The Youth Development Program Education Activities: A Technical Assistance Pamphlet.

Office of Economic Opportunity, Washington, D.C.

Report No.—YDP-8

Pub Date Jul 72

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—After School Programs, After School Tutoring, Alternative Schools, *Disadvantaged Youth, Dropout Programs, Educational Alternatives, Educational Problems, *Educational Programs, Federal Programs, *Program Descriptions, *Resource Guides, *Youth Programs

Identifiers—*Youth Development Programs

The document seeks to identify the issues, programs, and resources most relevant to Youth Development Programs (YDPs) engaged in education programs. YDPs, under the direction of the Office of Economic Opportunity, are designed to help disadvantaged youth while involving them in establishing and operating youth councils and various program activities. Education issues and possible solutions offered by YDPs are discussed, including: quality education, student rights, and working in or out of the educational system. Points to consider in implementing an education project are described in general terms. As examples, the development, goals, and services of six YDP projects in various cities are summarized. These programs provide: basic education for school dropouts, tutoring, career exploration, cultural awareness, financial assistance for postsecondary education, and alternative high schools. The location and a contact for each program are given. Specific funding and staffing resources for YDPs available from local school districts, State and Federal government, foundations, local businesses, and unions are identified. Appended are: a 14-page guide to Fiscal Year 1972 Office of Education administered programs, a bibliography, with some annotations, for tutoring programs, and lists of tutoring materials and their sources. (Author/MS)

ED 118 883 CE 006 439

Lyon, Robert

TRERC-TEA [Texas Real Estate Research Center—Texas Education Agency] Real Estate Curriculum Workshop Committee Report.

Texas A and M Univ., College Station. Texas Real Estate Research Center.

Pub Date Jan 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Curriculum Development, *Curriculum Guides, Post Secondary Education, Property Appraisal, *Real Estate, *Teacher Developed Materials, *Teacher Workshops

The document contains a summary report of a community college real estate teachers' workshop organized to develop course outlines for the various areas in the real estate curriculum. Curriculum outlines are presented, with varying degrees of detail included, for the following eight subjects: real estate appraisal; real estate brokerage; real estate finance; real estate investment; real estate law; real estate principles and practice; real estate salesmanship; and titles, abstract, escrow, and closing procedures. (JR)

ED 118 884 CE 006 440

Mitchell, William E.

School Based Job Placement: A Dimension for the Delivery of Guidance Services. A Brief Overview of Counselor Involvement in a School Based Job Placement Service.

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Counselor Role, *Guidance Services, *Job Placement, Models, Occupational Guidance, *Program Descriptions, School Community Relationship, School Industry Rela-

tionship, Secondary Education, Secondary School Counselors, Specialists, Student Placement, *Vocational Counseling, Vocational Education, Vocational Followup
Identifiers—Ohio (Akron) Ohio (Summit County)

The Akron-Summit county Public Schools Job Placement Department utilizes four basic components: data, pre-employment preparation, preparation, placement, and follow-up. The model functions on the basis of broadly drawn and centrally coordinated employment regions or service areas and hence avoids problems which individual school districts operating independently and competing for job placement opportunities can generate. The model also employs placement specialists, people whose background and experience qualify them to work in the business community and within the school structure. Depending on student population, the placement specialists may be assigned to from three to five schools. In addition, each high school has one "contact" counselor who is responsible for coordinating and facilitating placement activities in conjunction with the placement specialist. Counselors are also responsible for coordinating and facilitating the dissemination of pre-employment information to students. Through a coordinated program of graduate follow-up it is possible for counselors to serve as agents of educational renewal, in the sense that they can revise programs to ensure that incumbent students receive the maximum benefit from the experience of recent graduates. (JR)

ED 118 885 CE 006 443

Lindsey, Helon M.

Concept of a Communication Career Development Program for the Individual College Student.

Note—8p.

EDRS Price MF-\$0.83 Plus Postage. HC Not

Available from EDRS.

Descriptors—*Career Planning, *College Students, Employment Opportunities, Employment Trends, *Job Application, *Vocational Counseling

There is an increasing need for better counseling programs at colleges and universities in order to meet their educational objectives in preparing students for future careers. This need can be met through greater planning, placing more emphasis on the career program early in the academic program, and research on current employment trends which professors or counselors can relate to their students. Professors and counselors should also stress the importance of business communication (oral and written) which is useful in a job search campaign. Searching for a job requires a lot of energy, initiative, and creativity. Five steps which are useful in a job search campaign include: (1) self assessment, (2) skills resume, (3) location of contacts, (4) plans for visit to target city, and (5) scheduled interviews. (EC)

ED 118 886 CE 006 445

Shworles, Thomas R.

Development of Modern Vocational Objectives for Severely Disabled Homebound Persons: Remote Computer Programming, Microfilm Equipment Operations, and Data Entry Processes: A Final Report.

George Washington Univ., Washington, D.C. Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.—SRS-12-55077-001

Pub Date Apr 73

Note—372p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-245 320; HC \$10.00, MF \$2.25)

Document Not Available from EDRS

Descriptors—Business, Computers, Cost Effectiveness, Data Processing, *Employment Potential, *Homebound, Microfilm, Office Machines, Participant Characteristics, Personnel Selection, *Physically Handicapped, *Program Descriptions, Programming, *Rehabilitation Programs, Vocational Education, Vocational Interests

The project (1968-1973) was undertaken to demonstrate job and earning potential for competitive work of homebound and/or severely disabled persons who otherwise have not benefited from rehabilitation programs as they conven-

tionally exist. In the lifetime of this project, three companies were formed: An non-emergency transportation service for the handicapped, a microfilm service bureau, and a data processing software company. Owned and managed by homebound severely disabled persons, these companies were developing, producing, and distributing goods and services for their community. Established by three young (ages 23-27) wheelchairbound men, the companies employed 47, were in business for 5 years, and were grossing approximately \$300,000 during the last year of the project. (NTIS)

ED 118 887 CE 006 446

Yawkey, Thomas Daniels *Aronin, Eugene L.*
Activities for Career Development in Early Childhood Curriculum.

Pub Date 76

Note—224p.

Available from—Charles E. Merrill Publishing Company, A Bell and Howell Company, Columbus, Ohio 43216 (\$5.95)

Document Not Available from EDRS

Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, *Early Childhood Education, Educational Philosophy, Evaluation Methods, Instructional Design, *Learning Activities, Self Concept, Unit Plan, Units of Study (Subject Fields), Vocational Development

The book presents career education activities and approaches for use by teachers, administrators, counselors, and students involved in early childhood education (ages three through eight). Part One stresses the importance of and rationale for career development in the early childhood curriculum. Research support for the approach to career education through self-awareness, exploratory-decision-making skills, and informational-content components is also included. Part Two emphasizes the socialization approach and contains the following curriculum units basic to social and family living: People Doing Things, Our Families, Our School, The Community, Pets, Communication, Transportation, and Housing. Part Three stresses curriculum and techniques based on subject disciplines through the following units: Language Arts and Reading, Social Studies, Mathematics, Science, Art, Music, and Physical Education. Each unit in both sections includes objectives, background information, detailed learning activities, and evaluation activities and strategies (presented separately for the content-information, exploratory behavior, and self-awareness components of the program). Activities are designed by letter codes for use with preschool or primary grade children. The last chapter lists additional resources (indexes, organizations, books, and curriculum guides) for educators. A 16-item reference list concludes the book. (Author/MS)

ED 118 888 95 CE 006 447

Gustafson, Richard A. *And Others*
Educator's Handbook for Secondary Career Guidance Programs: New Hampshire Guidelines.

New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—288p.

Available from—Dr. Richard A. Gustafson, Keene State College, Keene, New Hampshire 03431 (\$10.00)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Career Choice, *Career Education, Career Planning, Community Resources, Counseling Services, Followup Studies, *Guidance Programs, Guidelines, Instructional Materials, Job Placement, Learning Activities, Models, Needs Assessment, *Occupational Guidance, *Program Content, Program Evaluation, *Program Planning, Resource Centers, Secondary Education, Vocational Development

Identifiers—*Career Guidance
The handbook is designed to aid the educator-counselor in formulating and implementing a workable secondary school career guidance program. A brief introduction presents definitions, the philosophy of career development on which the program is based, and a glossary of terms. Information is organized into 10 sections. Needs assessment, the first section, explains the planning cycle, describes activities in the process, and contains a pool of items for constructing a needs as-

essment questionnaire. The second section, program organization and management, addresses the sequence of activities needed in organizing a career guidance effort. An extensive collection of student learning activities and other materials for use by teachers and counselors are contained in the third section. The tested activities were developed around the three major components of the New Hampshire conceptual model of career education: attitudes and values, decision making, and world of work. The remaining seven sections of the handbook detail the processes involved in incorporating career information resource centers, community resources, counseling services, placement services, program evaluation, and follow-up services into the program. Planning steps and models, sample materials, and reference lists and sources are included throughout these sections. (Author/MS)

ED 118 889 CE 006 448

Special Needs Curriculum Guide.

Idaho State Board of Vocational Education, Boise.

Report No.—Vo-Ed-142

Pub Date Jun 75

Note—507p.

EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage

Descriptors—Construction (Process), *Curriculum Guides, Daily Living Skills, *Disadvantaged Youth, Elementary Secondary Education, Employment Qualifications, Equipment Maintenance, *Handicapped Students, Horticulture, Job Application, Job Skills, Lesson Plans, *Prevocational Education, Repair, Resource Guides, *Special Education, State Curriculum Guides, Unit Plan

The curriculum guide was designed for Vocational Special Needs Programs in Idaho and concentrates on preparing handicapped and disadvantaged students to succeed in regular vocational programs. The subjects, pre-vocational in nature, include: Living Skills (self concept, life management, community resources, food and nutrition, clothing and grooming, clothing care, consumer education, home safety and health, pre-first aid), Construction and Remodeling (exterior home maintenance, masonry, woodworking and carpentry), Mechanics and Motors, (small engine, bicycle maintenance, automotive upkeep, pre-driver training, gas and arc welding), Home Repairs (interior maintenance, painting and wallpapering, electricity, plumbing, furniture repair and refinishing, upholstery), Horticulture (gardening, groundskeeping and landscaping), Introduction to World of Work (getting and keeping a job, writing employment letters, filling out forms, money management), Occupational Training (child care, laundry/dry cleaning, food service, custodial/housekeeping). Each of the subjects is divided into units and lessons, with each unit containing an introduction, pre/post tests, several sample lesson plans, and a resource list. Each lesson plan states behavioral objectives, content, detailed learning activities, and needed resources. Time spent on each unit and lesson is left open, depending on the teacher, students, and situation. (LH)

ED 118 890 95 CE 006 449

Malever, Michael *Matyas, George, Jr.*
Project PRICE. Career Education Materials for Educable Retarded Students. Working Paper No. 6.

Missouri Univ., Columbia. Coll. of Education; Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 75

Grant—OEG-0-74-2789

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, *Career Education, Daily Living Skills, *Educable Mentally Handicapped, *Elementary Secondary Education, Handicapped Students, Instructional Materials, Occupational Guidance, *Resource Guides, Social Development

Identifiers—Programming Retarded in Career Education, Project PRICE

The primary objective of Project PRICE (Programming Retarded in Career Education) was to develop a methodology by which school systems could educate school personnel, communities, and families to provide more relevant career education instruction and supportive services to

educable retarded students. The document presents an annotated bibliographies identifying resources and instructional materials that can assist teachers or counselors in helping retarded students acquire the 22 PRICE competencies. Materials are organized according to competencies in three areas: (1) daily living skills (nine competencies), (2) personal-social skills (seven competencies), and (3) occupational guidance and preparation (six competencies). For each competency, materials are listed according to elementary, junior high, and senior high age levels. Each listing contains a brief descriptive annotation which includes, when available, suggested uses, populations, and reading or grade levels. Cost information and publisher or supplier are also provided. A list of professional books and resources which can be utilized by teachers includes educational materials in the following areas: general career education, career education for the educable mentally retarded, career education for the handicapped, relevant journals, retrieval sources, career exploration, and work sample packages. A list of publishers is included. (Author/EC)

ED 118 891 CE 006 450

Glorig, Aram, Ed. *And Others*

Guidelines for a Training Program for Audiometric Technicians. Report of Working Group 66.

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Hearing, Biocoustics, and Biomechanics.

Spons Agency—Office of Naval Research, Arlington, Va.

Pub Date 19 Sep 73

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Audiometrists, Auditory Tests, Auditory Training, Course Content, *Course Descriptions, Ears, Educational Programs, Guidelines, *Hearing Conservation, *Lesson Plans, Technical Education, Training Techniques

The document outlines a course designed to train audiometric technicians who will conduct pure-tone conduction tests as part of a program on hearing conservation in noise. A minimum of two days is required for the completion of the course. The outline of the training program presents nine topics with an indication of the minimum time required for each topic. The topics include: (1) hearing conservation in noise (importance of hearing, objectives of training program, and the audiometric technician's responsibilities and limitations); (2) basic discussion of sound and its measurement (parameters of sound and definitions and description and use of sound measuring equipment); (3) basic anatomy and physiology of the ear (function of the three parts of the ear and disorders of the ear); (4) the audiometer (type, how it works, and calibration and care); (5) audiometric technique (instruction to subject and procedure, record keeping, audiometric scheduling, pitfalls to avoid, and supervised practicum); (6) review of practicum and further audiograms; (7) medico-legal aspects and films (compensation, discussion, and films); (8) hearing protection and fitting procedures (advantages of muffs and plugs and practicum in fitting procedures); and (9) examination and review. (Author/EC)

ED 118 892 CE 006 451

Koym, Kenneth G.

Development of Physical Demand Profiles for Four Airman Career Ladders. Interim Report for Period 1 July 1972-1 November 1974.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-67

Pub Date Nov 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Aviation Mechanics, Career Ladders, Comparative Analysis, Data Analysis, Employment Qualifications, Eye Hand Coordination, Job Analysis, Job Skills, Lifting, *Military Personnel, Muscular Strength, Occupational Surveys, Physical Activities, *Physical Characteristics, Psychomotor Skills, *Rating Scales, *Skill Analysis, Tables (Data), Task Performance

Identifiers—*Physical Demands (Jobs)

The document investigates certain physical characteristics of airman occupations in terms of the dexterity, muscular coordination, and sensory discrimination required. It examines the feasibility of estimating physical demands in jobs using incumbent ratings and compares physical demand profiles for four career ladders: (1) avionics instrument systems specialist, 325X1; (2) instrument repairman, 422X0; (3) aircraft loadmaster, 607X0/A; and (4) aircrew life support specialist, 922X0/B. Ten primary physical demands were selected: hand-arm movement, finger dexterity, body strength, hand-arm strength, physical effort, eye-hand coordination, body coordination, hand-arm steadiness, precision, and reaction time. Five lifting demands were also included which covered the range of jobs that require occasional heavy lifting or continuous application of relatively little lifting effort. Surveys administered to the job incumbents elicited 635 responses. An analysis of the collected data revealed that, with the exception of the hand-arm strength measure, significant physical demand differences were found between the career ladders. The most extreme differences among ladders were noted for precision and reaction time requirements. Results support the conclusion that career ladders have unique physical demands which can be inferred from job incumbent responses. The discussion is supplemented by nine tables. Definitions of the physical demands measured in the study are appended. (Author/EC)

ED 118 893 CE 006 453

DeVries, Philip B., Jr. And Others
Undergraduate Navigator Training Attrition Study. July 1973-December 1974, Final Report.
Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.; McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-75-62
Pub Date Nov 75
Note—104p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*Attitudes, Attitude Tests, Aviation Technology, Cross Sectional Studies, Data Analysis, Dropout Identification, Dropout Prevention, *Dropout Research, Dropouts, Evaluation Methods, *Longitudinal Studies, *Military Personnel, Military Training, Multiple Regression Analysis, *Navigation, Statistical Data, Student Attitudes, Tables (Data), Teacher Attitudes, Undergraduate Study
Identifiers—*Air Force

The study was designed to identify and define the factors which contribute to undergraduate navigator training (UNT) attrition and to present recommendations to reduce the effects of those factors. Longitudinal data were collected from six UNT classes and augmented with cross-sectional data from a sample of 15 UNT classes. The student data are composed of the results of interviews, a test battery, and record information. In addition, a sample of instructors was interviewed and tested. Data analysis provided evidence to support recommendations in the areas of selection, course modification, and Air Force policy. The document concludes with six appendices: attitude scales, anxiety-state scale (short form), interview formats, instructor rating forms, phase difficulty rating forms, and summaries of various statistics. (BP)

ED 118 894 CE 006 454

Jones, Otho Eli
A Study of Attitudes Toward Career Education of Key Administrative-Supervisory Personnel in the State of Maryland. Occupational Paper in Research.

Maryland State Dept. of Education, Baltimore. Div. of Research, Evaluation, and Information Systems.

Pub Date Nov 74

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Administrator Attitudes, Attitudes, Attitude Tests, *Career Education, *Chief Administrators, Comprehensive High Schools, Educational Objectives, Educational Philosophy, Needs Assessment, *State Surveys, *Supervisors, Vocational Directors, Vocational Education, Vocational High Schools
Identifiers—*Maryland

An investigation of the attitudes of three groups of key administrative-supervisory personnel in the 24 local education agencies of the

State of Maryland, the study focused on 108 individuals from central office personnel, 69 principals from area vocational high schools, and 111 principals of comprehensive high schools to determine their perceptions toward the career education concept. It investigated views toward the importance and need of career education, grade span and content of career education, implementation of career education, vocational education philosophy, and vocational education expansion. A Likert-type career education scale was selected for gathering data. No significant differences were revealed among the attitudes of the three groups concerning the purposes, content, progression, and need for career education; involvement of all students in career education; philosophy and expansion of vocational education; and the idea that career education will provide a unified school. Significant differences were found among the attitudes of school superintendents, directors of career education, directors of guidance and counseling, directors of instruction, and directors of vocational education toward item 2, "Public schools have not helped in giving sufficient orientation about occupational choices to students." A copy of the Career Attitude Scale-Survey Instrument is included. (EA)

ED 118 895 95 CE 006 455

Master Plan for Public Service Occupational Education: A Report of Phase I.

California Community Colleges, Sacramento. Office of the Chancellor.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Articulation (Program), *Classification, *Cluster Grouping, Community Colleges, Educational Planning, *Educational Programs, Human Services, *Master Plans, Occupational Clusters, Post Secondary Education, Program Evaluation, Program Planning, *Public Service Occupations, School Surveys

The document presents the first phase of a project designed to develop specific direction, organization, and implementation of public service occupational education in community colleges. A consortium of 17 colleges in California was established to provide information needed to develop a master plan. Four workshops were held to formulate a definition of public service education. A revised classification of public service occupations is discussed in detail. Designations include: (1) government; (2) public safety, correction, and judicial services; (3) educational services; (4) human services; (5) health and hospital services; (6) library, media, and museum occupations; (7) recreation; and (8) other public service occupations. A survey of community college catalogs revealed ambiguities and inconsistencies in terminologies identifying public service occupations in specific programs. However, it showed a rapid growth in this area. The lack of a uniform terminology creates a problem in horizontal articulation. Two processes which would allow a student to move to different educational levels are discussed. A conceptual framework for a public service master plan is suggested based on a study of several college programs. Appended materials provide information on the participating colleges and three varying classifications of public service occupations. (Author/EC)

ED 118 896 CE 006 456

Sollie, Ray Lightsey, Mike
Occupational Status Projections During High School and Post-High School and Full-Time Work Experience.

Pub Date Aug 75

Note—9p.; Paper presented at the Rural Sociological Society Annual Meeting (San Francisco, California, August 21-4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Planning, Employment Projections, Expectation, Females, Followup Studies, *High School Students, Males, *Occupational Aspiration, Occupational Choice, Occupational Surveys, Statistical Analysis, *Status, *Vocational Followup, Young Adults
Identifiers—Duncan Socioeconomic Index of Occupations

The relationship between occupational status projections and subsequent occupational attainment is analyzed through a comparison of the occupational aspirations and expectations of 614

tenth grade students in 1966, and their occupational status attainment in 1972. Aspirations, expectations, and attainment were the variables measured, using the Duncan Socioeconomic Index of Occupations, with respondents classified according to race, sex, and residence. Analysis focused on two questions: "(1) do occupational aspirations and expectations of youth reflect different levels of realism in the matter of occupational choice when compared with occupational attainment, and (2) do occupational aspirations and expectations become more realistic through time, i.e. from adolescence to young adulthood." In answer to the first question it was found that neither aspirations nor expectations reflected a high level of realism regarding occupational choice, with occupational aspirations less realistic than expectations. Race, sex, and residence controls did not alter the findings. In answer to the second question, it was found that for the sample as a whole, occupational aspirations did not change and occupational expectations decreased, although for women both remained the same. Females showed a higher 1972 occupational attainment score than males, indicating more realistic occupational status projections. (Author/LH)

ED 118 897 CE 006 457

Nease, Linda Jeanne

A Profile of Paraprofessionals Working with the Expanded Food and Nutrition Program in Pennsylvania. A Professional Paper in Extension Education. Extended Studies 60, May 1975.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Pub Date May 75

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age, Educational Background, Educational Programs, Employee Attitudes, *Employment Experience, Health Programs, Inservice Education, *Nutrition Instruction, *Paraprofessional Personnel, Participant Characteristics, Questionnaires, Race, *Socioeconomic Background, State Programs, *State Surveys

Identifiers—EFNEP, *Expanded Food and Nutrition Education Program, Pennsylvania

The major purpose of the study was to develop a profile of nutrition paraprofessionals in Pennsylvania; a secondary purpose was to assess the personal benefit, if any, reported by the paraprofessionals as a result of working with the Expanded Food and Nutrition Education Program (EFNEP). During December, 1974 and January, 1975, questionnaires were sent to 209 nutrition paraprofessionals, representing the total number of nutrition paraprofessionals in Pennsylvania. The 96% questionnaire response indicated a socioeconomic profile showing a higher percentage in urban counties, a ratio of whites outnumbering blacks two to one, a large 35-49 year age group, an income of \$3,000-\$7,000, and formal education of nine to 12 years. The work profile indicated most paraprofessionals work with 31-50 families and had worked with EFNEP for more than three years. Respondents indicated a definite improvement in their food buying habits, felt growth in understanding people and how to relate to them, and found their association with EFNEP beneficial. Implications for extension programming include a consideration of the age of the paraprofessionals in comparison to the target audience and the possibility of additional methods of reaching client families to supplement the one-to-one technique. A bibliography is appended. (EA)

ED 118 898 CE 006 458

Bardi, James A.

Employer Perception of the Training Needs of the Adult Food Service Employee: A Case Study of the Altoona Area, Pennsylvania. A Professional Paper in Extension Education. Extension Studies 58, May 1975.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Pub Date May 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Case Studies (Education), *Community Surveys, Employer Attitudes, *Food Service Industry, *Food Service Workers, *Inservice Education, Job Training, *Needs Assessment, Publicize, Questionnaires, School Community Cooperation
Identifiers—*Pennsylvania (Altoona)

The main purpose of the study was to determine selected aspects of the small business food service operators' perceptions regarding the need for training adult food service workers in the Altoona area of Pennsylvania. Information was gathered to help determine the operators' perceptions of the type of training, training site, and their commitment of money and time. Questionnaires were sent to all food service operators who were not members of a chain food service organization. Two follow-up letters, and a selective telephone follow-up resulted in a 31% return, which did not demonstrate an avid interest for a food service training program. The respondents who were favorable toward further training were characterized by a larger yearly volume of business. Respondents supported the idea of utilizing the Altoona Area Vocational-Technical School facilities for inservice training. Promotional considerations for potential food service clientele also are explored: in-house training programs for small food service business operators; interaction of the Cooperative Extension Service home economist, the home economics departments in high schools, and the city sanitarian; service clubs; voluntary community youth groups; high school clubs or organizations; and the feasibility of licensure of food service workers. A bibliography is appended. (EA)

ED 118 899 CE 006 459

Sumpter, Gary D. Hill, Sherry G.

A Comprehensive Plan for the Development of Vocational Education in Boone County, West Virginia. Final Report.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Spons Agency—West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.

Pub Date 30 Jun 73

Note—187p.; Some pages may not reproduce clearly due to marginal print quality of original document; Best copy available

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Career Education, *Career Planning, *Curriculum Development, Curriculum Planning, *Demonstration Programs, Educational Needs, Educational Programs, Elementary Secondary Education, Employment Trends, Needs Assessment, Occupational Clusters, Performance Based Education, *Program Development, School Community Cooperation, Spiral Curriculum, Staff Improvement, *Vocational Education

Identifiers—*West Virginia (Boone County)

The exemplary project was designed to develop a competency-based spiral curriculum for vocational education in Boone County, West Virginia. The project focused on the following areas: (1) survey of labor market requirements, (2) curriculum development, (3) staff development, (4) employer and community coordination, (5) facility development, and (6) career planning and placement counseling. The results and conclusions of the project are presented in the appendices which comprise the major part of the text. Appendix A reproduces the contract between the RCA Corporation and the Boone County Board of Education to develop a vocational education program. Appendix B consists of a directory of cluster committees in allied health, business/management, construction, mining/mining technology, power mechanics, and social studies. Appendix C presents a plan for employer and community coordination and includes recommendations for establishing career executive-curriculum cluster committees. Appendix D (52 pages) presents recommendations for the development and implementation of the career clusters. Appendix E consists of a process model for developing career education curriculum materials for Grades 10-12. Appendix F presents a staff development plan for the Boone County Career Center. Appendix G focuses on a discussion of career planning and placement counseling plans for the career development center. (Author/EC)

ED 118 900 CE 006 460

Myers, William E.

Training and Technology: A Systems Approach for Industrial Training.

Oak Ridge Associated Universities, Tenn. Manpower Development Div.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-A-20-47-73-18-8-73-6

Pub Date Aug 73

Note—52p.; For related document, see CE 006 462

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Industrial Education, *Industrial Training, Input Output Analysis, Instructional Systems, Job Placement, Job Training, Manpower Development, Program Administration, *Program Descriptions, *Program Design, Questionnaires, Student Placement, Systems Analysis, *Systems Approach, Training Techniques, *Work Experience Programs

Identifiers—Industrial Skill and Technical Training, ISST, TAT, Training and Technology

The document analyzes the Training and Technology (TAT) Industrial Skill and Technical Training (ISST) program and describes the basic relationships between various training components and their linkages to certain aspects of program structure and organization. The TAT ISST program operations are presented within the conceptual framework of an input-output system which is the systems model that underlies industrial production. This system has four important functions: (1) the intake process (including recruitment procedures; tour, test, and interview; selection of trainees; and enrollment) identifies and imports the "raw" materials from which it produces something else and sustains itself; (2) the training process (including skill training and behavioral training) combines such imported elements in such fashion as to produce something different from the original state of these elements; (3) the process of placement distributes the new product back into the environment; and (4) program administration manages and coordinates the overall process. The TAT system contains some policy implications for manpower training: flexibility within the total employment process; relative efficiency of decentralizing skill training programs to utilize existing technical and physical resources; investment efficiency; and overtraining. A pattern interview form and inquiry forms in six skill and technical areas are appended. (Author/EC)

ED 118 901 CE 006 461

Summers, Barbara Stodghill

Military Student Attitudes Toward American Preparatory Institute and Competency-Based, Continuous-Progress Instruction. Research Study.

Pub Date Aug 75

Note—158p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Adult Students, Continuous Progress Plan, Dropouts, *High School Equivalency Programs, Individualized Instruction, Males, *Military Personnel, Military Schools, *Performance Based Education, Questionnaires, *Student Attitudes, Surveys

Identifiers—American Preparatory Institute, API

Based on surveys of military student attitudes toward American Preparatory Institute (API), the study provided information about competency-based, continuous-progress high school level instruction at API, a private high school for military adults. Students were predominantly male enlisted military personnel, the mean age was approximately 20 years, and the average student had dropped out of school during grade 10. Survey A included all 352 students enrolled in a six-week cycle at First Calvary Academy site at Fort Hood, Texas, and Survey B consisted of 60 randomly selected students enrolled in a 12-week cycle at Central College campus site near Fort Hood. Information about drop-outs or habitual absentees was not included in the study. A 29-item questionnaire was developed to quantify the students' attitudes, with frequencies for each response category converted to percentages. Overall impression from both surveys was one of positive response toward the entire API program. Students indicated an adaptability to the informal and friendly atmosphere, being encouraged by individual attention and instruction, and recognition of a difference in API's approach from the high school in which they were unsuccessful. However, students expressed conflicting time demands between school and military duties. (EA)

ED 118 902 CE 006 462

TAT [Training and Technology.]

Oak Ridge Associated Universities, Tenn. Manpower Development Div., Union Carbide Corp., Oak Ridge, Tenn. Nuclear Div.

Spons Agency—Energy Research and Development Administration, Oak Ridge, Tenn.

Pub Date [75]

Note—14p.; For related document, see CE 006 460; Photographs will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Programs, Educational Occupations, Industrial Education, Industrial Technology, *Industrial Training, Job Skills, *Job Training, Machinery Industry, Mechanical Skills, Participant Satisfaction, *Program Descriptions, *School Industry Relationship, Training Techniques, Welding, *Work Experience Programs

Identifiers—TAT, Training and Technology

The Oak Ridge Associated Universities (ORAU) of Tennessee and the Nuclear Division of the Union Carbide Corporation established an industrial training program called Training and Technology (TAT) which was conducted at the Oak Ridge Y-12 plant. TAT instructors were provided by the regular work force of Union Carbide while ORAU provided the administration, planning, program development, trainee service, job-related education, and job placement aspects of the program. A brief description of the five training areas offered in the program is presented: welding, machining, industrial electricity, physical testing, and mechanical operations. The job-related education provided in each of the occupation areas includes shop theory, blueprint reading, shop mathematics, and science. In addition, safe working practices and industrial hygiene are also stressed. Basic information about the program such as enrollment, housing, location, and extracurricular activities are provided. Personal experiences from two students who participated in the TAT program are included. (Author/EC)

ED 118 903 CE 006 463

Home Economics Library Resource Materials: A

Multi-Media Listing.

Manitoba Dept. of Education, Winnipeg.

Pub Date 74

Note—159p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Canadian Literature, Elementary Secondary Education, Foreign Language Books, French, *Home Economics, Library Materials, *Periodicals, *Resource Guides, Resource Materials

Identifiers—Canada

An annotated bibliography of library resource materials related to home economics includes print and audiovisual aids. Entries are presented according to the Dewey Decimal System, with price and grade level information provided. The resources are listed under the following categories: English books of fiction; English non-fiction books; library resources in French; pamphlets listed by source and by subject; periodicals; and audiovisual materials. Also provided are: a list of abbreviations and symbols used; a subject index, by courses and by areas in the Manitoba home economic curriculum; an index of special subjects of interest to home economics teachers and students; and an author and title index. The category of resource persons, as listed in the table of contents, is not included in the document. (LH)

ED 118 904 CE 006 464

Parnell, Dale

The Images and Realities of Career Education.

Pub Date 12 Dec 75

Note—16p.; Paper presented at CBSA/ACSA Joint Annual Conference (San Francisco, California, December 12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Education, *Educational Accountability, *Educational Objectives, *Educational Philosophy, Interdisciplinary Approach, Speeches, *Student Needs, Vocational Development

It is important that career education goals and objectives be clarified and any present inaccurate images be changed. Career education can be defined as that delivery system which helps students develop the necessary competencies to function in the real-life role of producer or wage earner. Thinking in terms of competencies required to function effectively in life roles is one way of avoiding "fuzzy" goals. Abraham Maslow talks about a hierarchy of human needs leading to self-actualizing experiences when their survival needs have been left unmet? The primary areas of accountability for the schools are related to the roles of citizen, consumer, learner, and wage earner; secondary areas include the renewing self,

the physical and mental self, and the family member. Concentrating on the life role of the wage earner, career education must be an all-encompassing discipline which is not confined to single occupations or life styles. A good career education program provides options for all students, not just for the college-bound. Career education, an experiential and multi-interdisciplinary approach, helps students develop both competence and confidence. (EA)

ED 118 905 95 CE 006 465

Drewes, D. W. Katz, Douglas S.
Manpower Data and Vocational Education: A National Study of Availability and Use.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date 75

Contract—NE-C-00-3-0069

Note—183p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Data Collection, Educational Needs, Educational Programs, *Employment Statistics, Federal Programs, Information Needs, *Information Utilization, Interagency Cooperation, *Labor Market, Manpower Development, Manpower Needs, Manpower Utilization, *National Surveys, State Agencies, Statistical Data, *Vocational Education

The document studies the availability and use of manpower data in vocational education and delineates the underlying factors influencing data usage. Information was collected from 10 States selected from 10 Federal regions. Descriptions of the findings are presented for each agency according to the following categories: (1) State vocational education agencies; (2) local vocational education agencies; (3) State and local employment security agencies; and (4) regional offices of the United States Office of Education, Bureau of Labor Statistics, and Manpower Administration. Exemplary practices at the State and local levels are listed and include organizational relationships between employment service and vocational education agencies, special services provided by employment security agencies, and innovative uses of manpower data by vocational educators. Factors influencing the availability and use of manpower data are identified: student demand, personal knowledge, local autonomy, agency isolation, and revenue-sharing. Recommendations for improving the availability and use of manpower data are presented for the Congress, Commissioner of Education, Commissioner of Labor Statistics, and Assistant Secretary of Labor for Manpower. References are included. Appended materials include the methodology, the occupational employment statistics program, and a copy of the Interagency Agreement for the Development of Occupational Manpower Information. (Author/EC)

ED 118 906 95 CE 006 466

A 309 b Adult Education Special Project. Final Report, FY 1974-75.

Niagara Falls Board of Education, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0093-VA

Pub Date 22 Dec 75

Grant—OEG-0-74-1763

Note—235p.; The map in Appendix 8, and the newspaper clippings in Appendix 10 will not reproduce in microfiche due to broken type. For related documents, see CE 006 467-468. Not available in hard copy due to marginal reproducibility of original document.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Reading Programs, *Cognitive Measurement, Cognitive Processes, Diagnostic Teaching, Educational Diagnosis, Educational Testing, Individual Characteristics, Individual Differences, Individualized Instruction, *Individualized Programs, Individualized Reading, Individual Needs, *Measurement Instruments, Program Descriptors, Program Development, Reading Materials, Resource Guides, Test Construction Identifiers—*Cognitive Style Mapping, New York (Niagara Falls)

The HEW 309(b) Special Project carried out by the Niagara Falls Adult Basic Education program, "The Identification of Preferred Cognitive Styles and Matching Adult Reading Program Al-

ternatives for the 0-4 Grade Levels," involved research, training in cognitive style mapping, and development of a survey and process to assess the adult student's preferred cognitive style, to assist the staff in prescribing individualized instruction. Development of a taxonomy of alternative reading programs, methods, and materials presently available at the Niagara Falls adult education center provided the staff with a resource file of materials, both hardware and software, for use in prescribing educational materials for individual students. The report comprises one-fifth (46 pages) of the document and includes: project description, personnel information, an account of project methods, and results and recommendations. Appended materials, the bulk of the document, include: directions for administering and tallying the cognitive style survey instrument, directions for plotting and using cognitive style maps, student record forms, sample survey items, collective maps, and measures of central tendencies. Materials related to workshops in cognitive style mapping and sample pages from the taxonomy of materials form two major appendices. Correspondence and dissemination information are also among the appendices. (AJ)

ED 118 907 CE 006 467

Skeen, Elois M.

Niagara Falls HEW 309 Project 1974-1975: Evaluation Report.

Niagara Falls Board of Education, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No.—V0093-VA

Pub Date 19 Dec 75

Grant—OEG-0-74-1763

Note—67p.; Not available in hard copy, due to marginal reproducibility; For related documents, see CE 006 466 and CE 006 468.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Reading Programs, *Cognitive Measurement, Cognitive Processes, Diagnostic Teaching, Educational Testing, Individual Characteristics, Individual Differences, Individualized Instruction, *Individualized Programs, Individualized Reading, Individual Needs, *Measurement Instruments, *Program Evaluation, Reading Materials, Resource Guides, Test Construction

Identifiers—*Cognitive Style Mapping, New York (Niagara Falls), Provus Discrepancy Model

The document reports an outside evaluation of a Niagara Falls Adult Basic Education Program special project entitled "Identification of Preferred Cognitive Styles and Matching Adult Reading Program Alternatives for the 0-4 Grade Levels." It was concerned with (1) research, training in cognitive style mapping, and development of a survey and process which would assess the adult student's preferred cognitive style, for prescribing individualized instruction; and (2) development of a taxonomy of alternative reading programs, methods, and materials presently available at the Niagara Falls center, as a resource file for matching materials with individual students' developmental levels and cognitive styles. The report's five sections are: (1) a description of the evaluation procedure, the Provus Discrepancy Model; (2) a list of 11 project objectives and accomplishments; (3) breakdowns by race, sex, and educational level of students, in the areas of symbolic orientation, cultural determinants, and modes of inference; (4) an evaluation of the cognitive style-mapping instrument; and (5) an evaluation of the total project, including recommendations. The staff accomplished most of their objectives, became skilled in the theory and application of cognitive style mapping, trained other personnel, and developed an effective instrument for assessing learning style preferences. A map-analysis form is appended. (Author/AJ)

ED 118 908 95 CE 006 468

Cognitive Style Mapping and Matching Reading Program Alternatives.

Niagara Falls Board of Education, N.Y.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No.—V0093-VA

Grant—OEG-0-74-1763

Note—16p.; For related documents, see CE 006 466-467.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Basic Education, Adult Learning, Adult Reading Programs, *Cognitive Measurement, *Cognitive Processes, *Cognitive Tests, *Educational Diagnosis, Learning Processes, Thought Processes

Identifiers—*Cognitive Style Mapping

Cognitive style mapping enables adult basic education (ABE) teachers to more readily identify a student's cognitive styles, or preferred way of acquiring information, as well as the specific areas where improvement is needed. The procedure prescribes techniques and resources for enhancing both academic skills and interpersonal relationships. The pamphlet is an outcome of a Federally funded project entitled "Identification of Preferred Cognitive Styles and Matching Adult Reading Program Alternatives for the 0-4 Grade Level." It briefly describes the instrument and outlines the procedures. Cognitive styles are surveyed by the presentation of a series of statements which cover all elements of cognitive styles. To accommodate students with varying achievement levels, students can be inventoried with a card reader, audio tape cassette player, or card file. Three areas are explored: (1) symbolic orientations (how information is received), (2) cultural determinants (how information is interpreted), and (3) modalities of inference (how conclusions are drawn about information). (EA)

ED 118 909 CE 006 469

Career Guidance: An In-Service Course Developed Under Section 211 of the Appalachian Regional Development Act.

Pub Date [75]

Note—21p.; For related documents, see CE 006 470-472

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Choice, Career Education, *Career Planning, *Counselor Training, Course Content, *Curriculum Guides, Evaluation Methods, Guidance Programs, *Inservice Courses, *Inservice Teacher Education, Job Placement, Learning Activities, Occupational Guidance, Program Administration, Resource Guides, School Community Relationship, Teaching Methods, Unit Plan, *Vocational Counseling, Vocational Development

Identifiers—*Career Guidance, Maryland, *Tri County Career Education Project

The guide for an inservice course in career guidance is presented in 15 units designed to be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. Topics covered include: philosophies of work and vocational guidance, vocational guidance need and status, utilization of instruments in vocational appraisal, occupational information material selection and presentation methods, vocational choice theories and implications, vocational development stages (awareness, exploration, and preparation), principles and procedures in job placement and follow up, vocational guidance programs (organization, administration, and evaluation), and administration and evaluation strategies for school and community involvement in vocational guidance programs. Each unit contains a list of objectives, learning activities, evaluation activities, and curriculum materials. (Author/MS)

ED 118 910 CE 006 470

Career Guidance Needs Assessment Survey: A Career Guidance Instrument Developed Under Section 211 of the Appalachian Regional Development Act.

Note—11p.; For related documents, see CE 006 469 and CE 006 471-472

Available from—Essential administrative data and machine scoreable answer sheets may be obtained from Dr. Ronald Clifton, Education Department, Frostburg State College, Frostburg, Maryland 21532 (No price given).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Planning, Counseling Programs, Counselor Role, Guidance Programs, Interest Tests, Junior High Schools, Multiple Choice Tests, *Needs Assessment, Occupational Guidance, *Questionnaires, *Secondary Education, Student Interests, *Student Needs, Student Opinion, *Vocational Counseling, Vocational Interests

Identifiers—*Career Guidance, Maryland, *Tri County Career Education Project

The survey instrument was developed for use with students in grades seven through twelve to determine their career guidance needs. It is an

84-item multiple-choice questionnaire which elicits information on career planning, student interests, self-awareness, and student perceptions of the counselor's role. The authors state that since extensive statistical analyses have not been completed with the instrument, it must be considered experimental and used accordingly. (Author/MS)

ED 118 911 CE 006 471

Career Education: An Introduction. An In-Service Course Developed Under Section 211 of the Appalachian Regional Development Act.

Pub Date [75]

Note—27p.; For related documents, see CE 006 469-470 and CE 006 472

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, Community Involvement, Course Content, *Curriculum Guides, *Elementary Secondary Education, *Inservice Courses, *Inservice Teacher Education, Learning Activities, Models, Program Development, Resource Guides, School Community Relationship, Unit Plan, Vocational Development

Identifiers—Maryland, *Tri County Career Education Project

The guide for an inservice course in career education is presented in 14 units designed to be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. The course covers: definitions and concepts, historical antecedents and rationale, career development theories, national career education models, career education and the curriculum, career awareness in the elementary school, junior high school and senior high school career education, senior high school program implementation, roles and functions of school personnel in career education, the community involvement concept, procedure for program establishment and implementation, inservice training, procedures for personal involvement, and the future promise of career education. For each unit, student objectives, suggested learning activities, curriculum materials, and supplemental materials are listed. (Author/MS)

ED 118 912 CE 006 472

Identification and Utilization of Community Resources: An In-Service Course Developed Under Section 211 of the Appalachian Regional Development Act.

Pub Date [75]

Note—18p.; For related documents, see CE 006 469-471

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Personnel, *Career Education, *Community Resources, Counselors, *Curriculum Guides, Guidance Programs, *Inservice Courses, Inservice Teacher Education, Learning Activities, Program Administration, Resource Guides, School Community Programs, *School Community Relationship, School Personnel, Teachers, Unit Plan

Identifiers—Maryland, *Tri County Career Education Project

The guide for an inservice course in identification and utilization of community resources is presented in 14 units designed to be used together as a complete course or selectively as learning modules for developing new skills or reviewing previously learned concepts. The topics covered include: career education and community resources; community resources (identification, orientation, and exploration); utilization of community resources in the classroom and in the guidance program; the administrative function; internal problems inherent in using community resources; simulation as a substitute for, or supplement to, community resources; the development of leisure activities; establishing a community relations office; and evaluating the impact of community resources upon the educational program. For each unit, student objectives, suggested learning activities, evaluation activities, curriculum materials, and supplemental materials are listed. (Author/MS)

ED 118 913 CE 006 477

Community Resources: A Partnership in Career Education.

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date [75]

Note—102p.; For related document, see CE 006 478

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Education, Community Involvement, *Community Resources, County Programs, County School Systems, *Directories, School Community Cooperation, *School Community Programs, *School Industry Relationship, Volunteers

Identifiers—*Maryland (Prince Georges County)

A directory of local community resource personnel and their services which have been utilized by the Prince George's County Public Schools, Maryland for their career education program is presented. A standardized form was used to gain information from area industries and businesses regarding field trips, field activities, day long observations, staff available for school visits, teacher observation, hiring practices, work experience programs, and reference personnel. The completed forms are categorized under the following headings: agribusiness and natural resources, business and office, communication and media, construction, consumer and homemaking education, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public service, and transportation. An overview of the volunteer service program developed by the Prince George's County Schools and a listing of community volunteers available to the schools is provided. Various program related forms are appended. (LH)

ED 118 914 CE 006 478

Career Education and the Business Community: A Joint Effort.

Prince George's County Board of Education, Upper Marlboro, Md.; Prince George's County Chamber of Commerce, Greenbelt, Md.

Pub Date [75]

Note—27p.; For related documents, see CE 006 477

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, Community Involvement, Community Resources, County Programs, *County School Systems, Educational Development, *Educational Planning, Program Proposals, School Community Cooperation, *School Community Programs, *School Industry Relationship

Identifiers—*Maryland (Prince Georges County)

A 10-point plan based on concepts established by the First National Conference on Career Education, 1973, has been examined by a joint committee of the Prince George's County, Maryland Chamber of Commerce and school system. Concepts outlining current and recommended activities include: (1) exchange programs between business/labor/industry personnel and school personnel; (2) field trips for students; (3) work experience for all high school students; (4) school/industry job placement programs; (5) establishing occupational resource persons from the business/industry/labor community; (6) year-round school, running 16 hours a day, six days a week, and staffed partly by business/labor/industry personnel; (7) using retired workers as resource persons in schools to acquaint students with the world of work; (8) work should become more personally satisfying to the individual worker; (9) every student leaving school should be equipped with a marketable job skill; and (10) every student leaving school should, if he desires, be able to find work. Various school visitation and teacher workshop agendas, a task force survey, and committee member listings are appended. (LH)

ED 118 915 CE 006 479

Rogers, William A., Jr. Nisos, Michael J. An Inventory of U.S. Navy Courses Suitable for Use in Training Civilian Personnel in Basic Technical Skills.

Aerospace Education Foundation, Washington, D.C.; Naval Inst., Annapolis, Md.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date 15 Apr 75

Note—336p.

Available from—For more detailed information about course contents, contact U.S. Naval Institute, Annapolis, Maryland 21402 (No price given)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—Auto Mechanics (Occupation), Aviation Technology, *Catalogs, Construction Industry, Course Content, *Course Descriptions, *Educational Equipment, Electrical Occupations, Food Service Occupations, Marine Technicians, Medical Services, *Military Train-

ing, *Technical Education, Technical Occupations, Trade and Industrial Education

Identifiers—*Navy

An inventory of courses of study developed by the United States Navy which might be useful to other private and public institutions in training civilian students in basic technological skills is presented. Individual course reports contain the following information: course description, comments, course content (including blocks of instruction and hours), support materials, training aids, equipment, tools, and supplies and materials. Courses are listed for the following career fields: air conditioning and refrigeration, audiovisual equipment (operation), audiovisual equipment (repair), automotive trades, aviation trades, construction trades, computers and electronic data processing (repair), computers and electronic data processing (operation), education and training, electricity and electronics, firefighting, food service, graphic arts, instrument repair, management science, marine science, marine science (engineering), marine science (navigation), marine science (seamanship), medical services, metal trades, meteorology, oceanography, and personal services. The courses presented are designated as "prep", "basic", "advanced", "special", and "short". Production by the Naval Institute of particular course packages presented in the report will be undertaken in response to the expressed needs of civilian educational institutions. (LH)

ED 118 916 95 CE 006 480

Beattie, Mary A.

Achieving Career Awareness.

Boothbay Harbor School District, Maine.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-543

Pub Date Jun 75

Note—20p.; Photographs will reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Awareness, Career Education, *Course Descriptions, *English Curriculum, Grade 12, *Integrated Curriculum, Secondary Education, Self Concept, Senior High Schools, Student Reaction

Identifiers—Maine (Boothbay Harbor)

The document provides an example of the integration of career awareness into a half-year elective English course at the senior high school level. The project was designed to increase: knowledge of careers in general and specifically in the Boothbay Harbor, Maine area; awareness of how personal characteristics relate to job requirements, skill, and interest in performing a particular job; awareness of where to obtain printed material about job opportunities and related statistics; and knowledge and confidence in getting a job. Included in the guide are ideas for implementing a career awareness project, examples of assignments and exercises, a list of places visited and teaching aids purchased, reactions of the students, and recommendations for future projects. (Author/NJ)

ED 118 917 95 CE 006 481

LeConche, John J.

Project 70,001. An Exemplary Program Establishing Cooperative Distributive Education for Disadvantaged Youth. Final Report.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Spons Agency—Distributive Education Clubs of America, Falls Church, Va.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-545

Pub Date 30 Jun 75

Note—43p.; Pages 18-9, and 34 of the original document were missing. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cooperative Programs, Demonstration Programs, *Disadvantaged Youth, *Distributive Education, *Dropout Programs, Dropout Rehabilitation, Employment Services, High School Equivalency Programs, Job Placement, On the Job Training, *Program Descriptions, Secondary Education, Urban Youth, Young Adults, Youth Employment

Identifiers—Connecticut (Hartford)

The project combines full-time and on-the-job work experience with related programs of youth activities and classroom instruction, and provides

an avenue for acquiring the Connecticut State Equivalency Diploma. It is aimed at serving young adults in Hartford, Connecticut who have left school before completing 12 years and who are unable to obtain employment. As of June 30, 1975, 18 of 25 enrollees have been placed in training stations and more than 60 have been interviewed and pretested. More than 70 business contacts have been made. An advisory committee and a chapter of the Distributive Education Clubs of America (DECA) have been formed. A sample of the interview questionnaire which is administered to the prospective program participants appears in the appendix. Also appended are lists of the participating business firms, membership lists of the DECA chapter and advisory council, testing data, and information concerning project meetings. (NJ)

ED 118 918 95 CE 006 482

Parker, Forrest E.

Career Education in the Norwalk Public Schools. Exemplary Project. Final Report.

Norwalk Board of Education, Conn.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-546

Pub Date 30 Jun 75

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, *City Wide Programs, Community Resources, Conferences, Developmental Programs, *Elementary Secondary Education, Enrichment Activities, Integrated Curriculum, Occupational Clusters, Pilot Projects, *Program Descriptions, *School Community Cooperation, School Systems
Identifiers—Connecticut (Norwalk)

During the 1974-75 school year, the major thrust of the second year of the exemplary project was the integration of career education into the curriculum at all levels of instruction. Career education was taught by the regular classroom teacher in all elementary grade schools. Detailed unit plans were developed and published as a guide for teachers. In the middle schools career education was introduced in the major subject disciplines, and simulated work experiences were expanded by the addition of a communications unit. At the high school level the career education unit was continued in all ninth grade civics classes. Other activities, such as career conferences, library career corners, day with the worker, career interest inventories, and counseling, were carried on and refined. Over 125 business leaders in the community participated as resource persons and guest speakers. Listed in the appendixes are teacher-developed lessons and the frequency of their implementation by school. Included also are lists of guest speakers, their firms, and the occupational clusters they represent. Brief reports of the several career conferences that were held throughout the year are also appended. (Author/NJ)

ED 118 919 95 CE 006 483

Kocher, Earl

A Competency Based Program for Preparing Vocational Education Teachers. Final Report.

Kearney State Coll., Nebr.

Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-549

Pub Date 75

Note—121p; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, *Curriculum Research, Educational Strategies, *Performance Based Teacher Education, Program Descriptions, *State Programs, *Teacher Qualifications, *Vocational Education, Vocational Education Teachers
Identifiers—Nebraska

The objective of the project was to identify and reach a consensus about common core competencies deemed necessary to all vocational teachers, with the goal of developing a strategy for the implementation of competency-based teacher education in Nebraska. A random sample of vocational educators selected a list of vocational edu-

cation teacher competencies that is appended to the report. The competencies are grouped according to the headings of planning, evaluation, instruction, management, public and human relations, guidance, youth organizations, and professional role. Included is a bibliography of competency-based materials organized by State, and a list of competency-based modules currently in use in teacher education programs. Other materials appended to the document are the project PERT (Program Evaluation Review Technique) and milestone charts; the original list of competencies; correspondence with the advisory committee, research coordinating units, and State departments of education; and quarterly reports. (NJ)

ED 118 920 CE 006 484
Follow-Up of Vocational Graduates. State of Arkansas 1973-74. Validation Report.

Educational Planning and Evaluation Services, Magnolia, Ark.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Report No.—VT-102-550

Pub Date 1 Jul 75

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Employment Statistics, Followup Studies, *Graduate Surveys, *High School Graduates, Occupational Surveys, Questionnaires, Relevance (Education), *Vocational Education, *Vocational Followup
Identifiers—Arkansas

The purpose of the study was to obtain employment status information for students six months after graduation from high school, to compare the similarity of the students' responses to teachers' report of the students' employment status, and to determine if there were any variations in reports of employment status from one occupational field to another. The study was limited to 1974 vocational education graduates from 10 Arkansas high schools. Three hundred and thirty-three of the 441 target students replied to a questionnaire. By using the U.S. Office of Education's publication, "Vocational Education and Occupations," and the "Dictionary of Occupational Titles," a student's employment status was determined to be in the same, related, or a field unrelated to his high school training. Descriptive statistics, in numbers and percentages, present the employment status of students as reported by both the teachers and the students, and to show comparisons of teacher and student reports. It was concluded that the majority of the 1974 graduates were working in an occupation in the same field or one related to their training. A wide discrepancy was found between the teachers' and the students' reports of the students' employment status six months after graduation. Considerable variation was also found in reports of employment status from one occupational field to another. (Author/AJ)

ED 118 921 CE 006 485

Jacobs, Dan K. And Others

A Study of Factors Affecting Student Enrollment and Scheduling in Vocational Education Programs in West Virginia. Final Report.

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Report No.—VT-102-551

Pub Date Jul 75

Note—160p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Comprehensive High Schools, Educational Administration, *Enrollment Influences, Parent Attitudes, *Program Attitudes, Questionnaires, Research, *Scheduling, Secondary Education, Secondary School Students, State Programs, Student Attitudes, *Surveys, Vocational Education, *Vocational Schools, Vocational Training Centers
Identifiers—West Virginia

The goal of the study was to identify factors which inhibit the ability of West Virginia secondary school students to enroll or maintain enrollment in a vocational education program. Interviews were held with administrators, counselors, State supervisors, and teachers from a selected sample of vocational centers and comprehensive high schools from January to May 1975. Self-administered questionnaires were issued to voca-

tional students and their parents, and to matched pairs of nonvocational students. All existing laws, procedures, and standards affecting vocational enrollments were reviewed and analyzed. Of the 892 student questionnaires, 76.8% were returned, and of the 892 parent questionnaires, 67.5% were returned. Interpretation of the results yielded the following findings: 16 of the 20 principals indicated that 50-90% of their student population should be in a vocational program; among the nonvocational students, 28% said they might be attracted by different vocational programs; if all school-related barriers, such as scheduling problems and credit and course requirements were removed, not more than 10% of all nonvocational students would be affected; and very few respondents reported attitudes unfavorable to vocational education. The report describes the methodological procedures of the study, discusses the results, and presents a summary and recommendations. Sample questionnaires and interview forms used to collect the data are appended. (NJ)

ED 118 922 95 CE 006 486

Callahan, Ronald F.

Career Education Project. Final Report.

Buffalo Public Schools, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-552

Bureau No.—V261012

Pub Date Aug 75

Grant—OEG-0-72-5148

Note—73p; For the tenth grade component, see

CE 006 264

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Career Education, *City Wide Programs, Counseling Instructional Programs, *Demonstration Projects, Developmental Programs, *Elementary Secondary Education, Post Testing, Pretesting, Program Descriptions, *Program Evaluation, Summative Evaluation, Test Results, Vocational Development
Identifiers—New York (Buffalo)

The Buffalo career education project is presented in two parts, the final report and the summary evaluation. The components of the program described and analyzed in the report are: (1) infusion of career concepts into the existing curriculum; (2) vocational skill training for entry jobs; (3) business, labor, and industry contribution to career education goals; (4) career development programs to help students make decisions; and (5) efforts to use home and family structure in the occupational society. While success in each component varied according to the particular school and counselor, all components were incorporated into the programs of each school and an overall satisfactory stage of development was reached. The summary evaluation considers the Buffalo Career Education Project for its three years of existence, from autumn 1972 through spring 1975. Holland's theory of vocational choice was used as the basis for much of the data collection, with a pretest/posttest approach to evaluation. Tabulated results of the tests are appended, showing a significant increase in student knowledge about vocations and specific jobs. (Author/MF)

ED 118 923 95 CE 006 487

Robinson, James D.

Vocational Program for Out-of-School Youth and Adults in Building Maintenance and Commercial Cooking.

Daniels Vocational Assessment and Training Center, W. Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Report No.—VT-102-553

Pub Date 30 Jun 75

Note—29p; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Failure, Adult Basic Education, Adult Vocational Education, Building Trades, Cooperative Education, Developmental Programs, Disadvantaged Groups, *Disadvantaged Youth, *Dropout Rehabilitation, *Educational Needs, Food Service Occupations, *Program Descriptions, Vocational Adjustment, Vocational Counseling, *Vocational Training Centers

The Daniels Vocational Assessment and Training Center was organized to meet the vocational and educational needs of disadvantaged youth and adults. Out-of-school and out-of-work youth and adults are provided with the opportunity to acquire employment skills, basic education, and behavior patterns which will enable them to enter and compete successfully in the world of work. The program includes curriculums in vocational assessment, work adjustment, building maintenance, commercial cooking, counseling, and cooperative education. The report describes the program components, includes outlines and activities reports for the courses in commercial foods and building trades, and briefly summarizes the accomplishments for the 1974-75 school year. (Author/NJ)

ED 118 924 95 CE 006 488
State-Wide Computerized Model for Determining Occupational Opportunities in Nebraska. Final Report.

Nebraska Occupational Needs Research Coordinating Unit, Lincoln; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-555

Pub Date 75

Note—26p.; For tabulated 1975 survey data, see ED 114 457

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Data Collection, Educational Planning, *Employment Opportunities, Expenditures, Information Processing, *Manpower Needs, Models, *Occupational Surveys, *Program Costs, Questionnaires, *State Surveys, Vocational Education

Identifiers—*Nebraska

The eighth annual report of a continuing project to supply occupational data to educators, the study emphasizes the determination of manpower needs and job opportunities from information furnished by employers in the State of Nebraska for the year ending June 30, 1975. The data will be used in planning vocational education programs. During this year a 5% computerized random sample of 4,369 firms, generated from the six technical community college areas, was drawn from the updated master list of approximately 85,000 firms. Each employer in the sample was interviewed by a University of Nebraska student to obtain the number of employees in each job category and the future need for additional employees in each job. Data from the interviews were compiled and processed by computer to give total employment, projected manpower needs for the next 12-month period, reason for need, and needs for the following two years. Stored data for the two previous years were merged with the new data and averaged for the three years. The composite data were tabulated according to occupational classifications of the dictionary of occupational titles. (MF)

ED 118 925 95 CE 006 489

Stakelon, Anne E., Comp. Magisos, Joel H., Comp.

Experienced Based Career Education: An Annotated Bibliography. Bibliography Series No. 27.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-557

Pub Date Oct 75

Note—45p.; For related document, see CE 006 490

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. BB27, \$3.00 ea.; Complete set of three, Order No. BB27-29, \$10.00 per set)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, *Career Education, Developmental Programs, Federal Aid, Grants, *Project Applications, *Research Proposals, Vocational Education, *Work Experience Programs

Identifiers—EBCE, *Experienced Based Career Education, Vocational Education Amendments 1968

The annotated bibliography was prepared to assist those applying for grants under Part D of the Vocational Education Act of 1963, as

amended. The bibliography is intended to help applicants plan and conduct better projects as a result of knowing about completed and ongoing research. Thirteen index/search terms were used to identify items related to the two concepts of career education and experience based programs. Seventy-five of the citations recovered were chosen to be included in the document. They are presented under the section titles of ERIC report literature, AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education) report literature, journal articles, and projects in progress that were reported in AIM/ARM. Information about how to order documents is also provided. (LJ)

ED 118 926 95 CE 006 490

Stakelon, Anne E., Comp. Magisos, Joel H., Comp.

Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography. Bibliography Series No. 29.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-559

Pub Date Oct 75

Note—49p.; For related document, see CE 006 489

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. BB29, \$3.00 ea.; Complete set of three, Order No. BB27-29, \$10.00 per set)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, Developmental Programs, Federal Aid, Grants, *Occupational Aspiration, *Project Applications, *Research Proposals, *Sex Stereotypes, Vocational Education

Identifiers—Vocational Education Amendments 1968

The annotated bibliography was prepared to assist those applying for grants under Part D of the Vocational Education Act of 1963, as amended. The bibliography is intended to help applicants plan and conduct better projects as a result of knowing about completed and ongoing research. Computer-assisted searches of several data bases recovered items related to the concepts of sex stereotyping and vocational education or occupational aspiration, of which 88 were chosen to be included in the document. Section titles are ERIC report literature, AIM/ARM (Abstracts of Instructional and Research Materials in Vocational and Technical Education) report literature, NTIS report literature, journal articles, and projects in progress as reported in AIM/ARM. Information about how to order documents is also provided. (LJ)

ED 118 927 95 CE 006 491

Prindiville, Gerald

Civil Highway Curriculum Evaluation. Final Report.

Northeast Wisconsin Vocational, Technical and Adult Education District, Green Bay.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-562

Pub Date Aug 75

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Associate Degrees, *Civil Engineering, *Curriculum Evaluation, Educational Needs, Employer Attitudes, Employment Qualifications, *Graduate Surveys, *Highway Engineering Aides, Job Skills, Post Secondary Education, Questionnaires, *Skill Analysis, Statistical Data, Student Attitudes, Technical Education, Technical Institutes

Identifiers—*Civil Highway Technicians, Wisconsin

The purpose of the civil highway curriculum evaluation was to provide data for course review and revision. As civil engineering is a rapidly changing occupational field, it is important to determine what skills are currently essential for civil highway technicians. The associate degree programs in the four Wisconsin technical institutes offering the civil highway technician curriculum were summarized and presented to both program graduates (1970-1973) and to potential

and actual employers for their assessment of the importance of the abilities required on the job. Responses from 62 graduates and 21 employers were tabulated for their impressions of the kind and degree of knowledge needed for each course element in the program. The principal conclusion from the data was that more emphasis is needed on communication skills, particularly written reports. Conflicting responses in the areas of mathematics and sciences indicate that further research is needed in these areas. As the employers surveyed were not necessarily those who hired the graduates, some differences of opinion may be due to differences in type of employment. The student and employer questionnaires (each eight pages long), a list of employers of the respondent graduates, and a list of employer respondents are appended. (Author/MF)

ED 118 928 95 CE 006 492

Robinson, Fred T., III

An Exemplary Career Education Project for Southeast Arkansas. Interim Report (June 1, 1974-June 30, 1975).

Monticello School District 18, Ark.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-563

Bureau No.—F6-002-VW

Pub Date 15 Sep 75

Grant—OEG-0-73-5307

Note—134p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Planning, Demonstration Projects, *Elementary Secondary Education, *Evaluation Criteria, Formative Evaluation, *Program Descriptions, *Program Evaluation, Self Concept

Identifiers—Arkansas

The interim report outlines the second year objectives of a proposed three-year K-12 exemplary career education project for southeast Arkansas. A program description and evaluation of the project are provided by the evaluator. Grades K-7 focused upon knowledge about work were more significant than increases in self-awareness. Grades eight and nine focused upon vocational orientation. Grade nine also experienced career counseling. These students displayed minimal increases in awareness of and knowledge about work. There was no increase in ninth grade students' career decision-making knowledge. Grades 10-12 focused upon vocational exploration, preparation, cooperative education, and counseling and placement activities. This program had little effect at the twelfth grade level, although students did benefit from placement and referral services. It is recommended that the program be continued after an examination of program activities and measurement techniques. The evaluation design summary charts for each component listing measurement instruments and data collection procedures are appended. (KJ)

ED 118 929 CE 006 493

Hern, Ann

Annotated Bibliography for Business English for Secretarial Programs in the Junior College.

Report No.—VT-102-564

Note—177p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Business Education, *Business English, *College Curriculum, Course Content, English Curriculum, *Junior Colleges, Secretaries, Student Evaluation, Teaching Methods, Vocational Development

The annotated bibliography briefly describes information from printed sources which would be helpful to teachers and students of business English, particularly those involved with secretarial programs in two-year colleges. Each entry contains selected information of particular relevance to business English in the 1970's rather than an abstract of the entire work, although entries from the educational research information centers are abstract quotations. Main sections of the bibliography are (1) who—research, articles, and books about student selection, placement, predictions for success, counseling, specialization, and classification, (2) what—course content, objectives, related research, and related communication courses, (3) where—resources for both technical

and general junior college curriculum, (4) why-career opportunities, job placement, cooperation with community businesses and industries, needs as defined by business and industry, and (5) how-both traditional and individualized methods, effects of automation on teaching methods, activities recommended for classroom use, testing, evaluation, audiovisual aides, and other resources and materials. (Author/LJ)

ED 118 930 95 CE 006 494
Identification of Tasks in Photo-Offset Lithography Occupations.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; University of Northern Iowa, Cedar Falls. Dept. of Industrial Arts and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-566
Pub Date 75

Note—67p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Check Lists, Employment Opportunities, *Graphic Arts, Industrial Arts, Job Skills, Layout (Publications), Manpower Needs, *Occupational Information, Occupational Surveys, Printing, Questionnaires, *Rephotography, *Task Analysis, *Task Performance

Identifiers—Iowa, *Photo Offset Lithography

The research project was designed to provide data pertaining to performance tasks in specific occupations in various areas of vocational/technical education. The data presented in the document is intended to be used to develop appropriate objectives and curricular content to assist in the preparation of individuals entering the specific photo-offset lithography occupations of layout man, paste-up man, lithographic cameraman, stripper, platemaker, and offset pressman. To discover the tasks and functions required for these job categories, a list of graphic arts industries in Iowa was developed, graphic arts personnel in three cities were interviewed and, from that information, the major instruments used in the study were developed: (1) the Iowa graphic arts industry manpower study questionnaire (857 sent), and (2) competency validation survey interviews (154 conducted). The study indicates that increased numbers of people should be prepared for production and management opportunities in Iowa graphic arts industries in the next few years with emphasis in the area of offset-lithography in order to meet the employment requirements for the large number of small Iowa graphic arts industries. Appended are: (1) DOT (Dictionary of Occupation Titles) job descriptions, (2) general descriptive information on respondents, and (3) task checklists and survey forms. (LJ)

ED 118 931 95 CE 006 496
Roemich, Dale L.

A Proposal to Field Test a Supervised Occupational Experience Manual [and] Program Manual. Research Series No. 16.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-561

Pub Date Jun 75

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Agriculture, Cooperative Education, Course Content, Evaluation, *Manuals, Performance Contracts, *Program Descriptions, Program Guides, Secondary Education, *Supervised Farm Practice, *Vocational Agriculture, *Work Experience Programs

Identifiers—North Dakota

A program manual for supervised occupational experience programs in vocational agriculture and natural resources was prepared to set down guidelines and policy for the program at Dickinson Area Vocational High School, North Dakota. Because of the new concept initiated by the policy statement, it was decided to field test the manual in six other high schools in the State. At the end of the 1975 school year, an evaluation of the manual was made. Because of different situations found in the various schools, some changes were made in the manual, and it was recommended as a guideline for establishing a program in other schools subject to individual modifications. The revised program manual presents the

objectives and requirements of the supervised occupational experience program in agriculture, along with program descriptions and course content. The manual includes the following sample exhibits for use in the program: vocational agriculture supervised farming program agreement, plans for productive enterprises, Dickinson Area Vocational High School training agreements and plans for supervised occupational experience programs (both on-farm and agribusiness placements), individualized instruction program, and improvement project plans. (Author/MF)

ED 118 932 CE 006 497

Processes in Career Selection: A Demonstration Project in Staff Development: An Area Approach to In-Service Training: Part One.

Mineral Area College, Flat River, Mo.
Spons Agency—Missouri State Dept. of Education, Jefferson City.

Pub Date Sep 75

Note—60p.; Pages 1 and 2 of Appendix 1 may not reproduce well due to lightness of type

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrator Attitudes, *Career Choice, *Career Education, Credit Courses, Educational Needs, Educational Responsibility, Elementary Secondary Education, Employer Attitudes, Employment Qualifications, Higher Education, *Inservice Courses, Post Secondary Education, *Program Descriptions, *Program Development, Program Evaluation, Teacher Attitudes, Teacher Workshops

The project was designed to demonstrate the use of a college credit course to provide inservice training for key elementary, secondary, vocational, and college staff members. They were selected by school administrators and given the responsibility of leadership in developing plans to initiate career selection teaching procedures in each participating school. A total of 36 teachers and administrators took a two-hour credit course in career education, planned and held staff development workshops, and then initiated career education teaching programs in their schools. A three phase evaluation plan was used which included: a bench mark study to identify school administrators' and key staff members' perceptions of career education, a study of the expressed needs of employers, and a determination of the number of career education programs initiated by the key staff members. The results of each phase of evaluation, presented in detail, indicate the success of the project in: (1) creating a better understanding of career education principles and concepts among administrators and staff members and (2) stimulating the initiation of career education programs. Appended are a complete description of the project design, credit course class roster, and the interview instruments for the bench mark study. (Author/MS)

ED 118 933 CE 006 498

Irvin, Donald. Copa, George

Status of Former High School Students: Procedures for Local Assessment. Report of the Final Test.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date Nov 74

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Data Analysis, Data Collection, *Educational Assessment, Educational Experience, Employment Experience, *Evaluation Criteria, *Evaluation Methods, *Followup Studies, Graduate Surveys, High School Graduates, *High School Students, Information Needs, Questionnaires, Secondary Education, Tables (Data), Vocational Followup

Identifiers—Minnesota

Procedures for assessing the educational and employment activities of former high school students are presented and evaluated through a test conducted in seven Minnesota school districts (14 high schools). The procedure consisted of data gathering forms, an assessment procedures manual, and a computer program summarizing information for school use. Assessment procedure criteria were to: (1) provide information to assist schools in planning and evaluation; (2) be directed, conducted, and financed by local schools; (3) include all school leavers; (4) provide valid and reliable status information about educational and employment activities of former students; (5) produce a high rate of response

from former students; (6) be kept at reasonable cost; (7) supply information to simplify future assessment; and (8) provide consistent information across schools. The assessment procedure test was conducted in four steps: (1) an orientation workshop for local directors and clerical assistants, (2) implementation, (3) local process evaluation, and (4) summary evaluation by the Minnesota Research Coordinating Unit. The test concluded that the assessment procedures met each of the criteria and recommendations based on test results are presented. Appended materials include a selected bibliography and lists of possible local interest groups, and currently available publications of the Minnesota Research Coordinating Unit. (Author/EC)

ED 118 934 CE 006 499

Continuing Project in Career Awareness: Grades K Through Six for Union County: Annual Report.

Union County Intermediate Education District, La Grande, Ore.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date 30 Jun 74

Note—38p.; Some parts of text may not reproduce clearly due to marginal print quality

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Awareness, Career Education, County Programs, *County School Systems, Educational Assessment, Educational Objectives, Educational Programs, *Elementary Education, Program Attitudes, *Program Descriptions, *Program Evaluation, Questionnaires, School Surveys, Student Attitudes, Teacher Attitudes

Identifiers—Oregon (Union County)

The project was designed to familiarize students, teachers, administrators, parents, board members, and others with the concept of career awareness through personal involvement. Emphasis was placed on the various aspects of assessment, planning, implementation, and continuation of the Awareness Program within the existing curriculum in each school of Union County Intermediate Education District (IED). The project involved 2,300 students in grades one through six, 88 teachers, and 30 to 50 school personnel. The accomplishments of the project include inservice programs for staff development, instructional programs, and materials and curriculum development. Assessment and evaluation materials are appended and make up a major part of the document. Appendix A presents the results of the Spring, 1974 career awareness survey based on a questionnaire given to teachers. Appendix B presents separately the results of a career awareness assessment survey given to teachers and students in Grades 1-2, 3-4, and 5-6. The survey, conducted in October, 1972, was designed to determine the career awareness needs of teachers and students. Two third party evaluations of the project are presented in appendix C and D, with generally favorable observations. (Author/EC)

ED 118 935 CE 006 503

Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.

Penna Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 30 Jun 74

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, Educational Programs, *Elementary Secondary Education, Information Dissemination, Paraprofessional Personnel, Program Descriptions, *Program Planning, *Program Proposals, *Resource Centers

Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional em-

ployed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

ED 118 936 CE 006 504
Career Education...A New Emphasis for Utah Schools.

Utah State Board of Education, Salt Lake City.
 Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 73
 Grant—OEG-0-71-4457(357)
 Note—21p.; Photographs will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Career Education, Community Involvement, *Educational Objectives, *Educational Programs, *Program Development, Program Planning, School Community Cooperation, State Boards of Education, State Programs, State School District Relationship, *Statewide Planning, Teacher Education
 Identifiers—*Utah

The publication is a result of the Utah State Board of Education's task force efforts and provides an overview of the State's career education projects and activities. It describes the position of the State Board of Education and its role in assisting the implementation of local programs of career education. A definition of career education and an operational philosophy is presented and the major components and seven basic goals of career education are identified. It is asserted that the chief benefits of career education will be realized only when articulated programs have been developed on a K-adult basis and career education has become a vital part of the activities carried out by every teacher in the State. It is also proposed that teacher education be an ongoing process using inservice teacher orientation. Also discussed is the development of career education teaching methods and career curriculum planning with a built-in evaluation system. In a concluding section on community involvement, it is suggested that planning and developing district career education programs should involve representatives from the guidance areas, all curriculum levels, and representatives from many segments of the community—the world of business, industry, and labor. (Author/BP)

ED 118 937 CE 006 505
"Career Education" Junior High School Style: "Semester Course" for Seventh Grade.

Alpine School District, American Fork, Utah.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—156p.; For related documents, see CE 006 506-507

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
 Descriptors—Career Awareness, Career Choice, *Career Education, *Career Exploration, Course Content, *Curriculum Guides, English Education, *Grade 7, Health Education, Instructional Materials, Integrated Activities, Integrated Curriculum, Job Application, Junior High Schools, *Learning Activities, Lesson Plans, Self Concept, Study Skills, Teacher Developed Materials, Work Attitudes
 Identifiers—Utah (American Fork)

The curriculum guide is a product of the Alpine School District (American Fork, Utah) program to integrate career education concepts into the curriculum of all junior high schools in the district. The guide offers teacher-developed materials designed to help seventh grade students become aware of the dignity of work and to explore the world of careers. The semester length guide contains lesson plans for the following units: (1) introduction and preparation for career education; (2) school and study habits (to be integrated with English classes); (3) learning about self and others (to be integrated with health classes); (4) introduction to the world of work; (5) self-analysis for career selection; (6) personal preparation for jobs; and (7) preparing for change-

ing times. Behavioral objectives, classroom procedures, instructional materials needed, student evaluation methods, home-community activities and, in many cases, other suggested activities and materials are presented for each lesson plan. Supplemental classroom procedures and activities and worksheets accompany many lesson plans. (BP)

ED 118 938 CE 006 506
"Career Education" Junior High School Style: "Mini Course" for Eighth Grade.

Alpine School District, American Fork, Utah.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—97p.; For related documents, see CE 006 505 and CE 006 507

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—Career Choice, *Career Education, Career Exploration, Classroom Games, Course Content, *Curriculum Guides, *Grade 8, Junior High Schools, *Learning Activities, Role Playing, *Short Courses, Simulation, Teacher Developed Materials, Teaching Methods
 Identifiers—Utah (American Fork)

The Alpine School District in American Fork, Utah is administering a career education program designed to provide positive experiences (real and simulated) to demonstrate to students that career choices are contributing factors to one's life style (economic, recreational, and social). The three week career education mini-course for eighth grade reviews some of the seventh grade curriculum and encourages students to do additional thinking and searching in the area of careers. It provides teachers with various activities that are most suited to their teaching objectives and class profile. The teacher-developed unit is divided into six phases: a unit introduction (one day); exploring careers (seven days); choosing a career (5 days); a simulation game, "Selling the School" (four-seven days); evaluation and curriculum activities (two days); and resource information. The approximate teaching time, unit objectives, ideas to be learned and evaluated are presented for each phase. Accompanying each unit are various activities emphasizing student involvement through learning games, role playing, and simulation experiences. (BP)

ED 118 939 CE 006 507
"Career Education" Junior High School Style: "Mini Course" for Ninth Grade.

Alpine School District, American Fork, Utah.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—66p.; For related documents, see CE 006 505-506

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Activity Learning, *Career Education, Career Exploration, Communication Skills, Course Content, *Curriculum Guides, *Grade 9, Interpersonal Competence, Junior High Schools, *Learning Activities, *Short Courses, Vocational Development, Work Experience
 Identifiers—Utah (American Fork)

The Alpine School District in American Fork, Utah is administering a career education program to provide positive experiences to ninth grade students in exploring various careers. The three week career education mini-course reviews some of the seventh grade curriculum and encourages students to do additional thinking and searching in the area of careers. Part one, entitled "Personal Preparation for Communication with People," provides learning activities and classroom procedures on personal appearance, verbal communication, personal responsibility—self discipline, and use of equipment. Part two was designed to provide the student with on-the-job experiences with his parents or other responsible adults at their place of employment. Pre-planning activities and student and parent experience evaluation forms are presented. Part three provides 23 career development activities. The job family, goals of the project, related career development concepts, pre-planning activities, and suggested student activities are presented for each. Another brief section provides alternative student research/resource projects and reviews the roles of teacher, student, and resource persons. Several forms and additional suggestions conclude the document. (BP)

ED 118 940 CE 006 508

Gustafson, Richard A. And Others
Windham Central Career Education Project: Final Evaluation Report, July 1, 1973-June 30, 1975.
 Windham Central Supervisory Union, Townshend, Vt.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V361088

Pub Date 30 Jun 75

Grant—OEG-0-73-5303

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Administrative Problems, *Career Education, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Failure Factors, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Rural Areas, School Community Relationship
 Identifiers—Vermont (Townshend), *Windham Vermont Central Supervisory Union

The final evaluation report of the Federally-funded Windham Central Career Education project (July 1, 1973-June 30, 1975) in Townshend, Vermont addresses the status of career education in the Windham Central District, the impact which two years of effort had, and assesses the future of career education in the district. The report provides information on the demographic and geographic characteristics of the area, the project's goals and objectives, and special factors affecting the career education project. The impact study of the first two years discusses the major problems involved in implementing career education throughout the Windham Supervisory Union. It describes, at the secondary and elementary level, the initial participant reaction, the ongoing workshops, the utilization of materials, and commitments to the future. Initially planned as a three year project, budgetary, program, and personnel problems became a growing concern and the project was terminated June 30, 1975. The concluding analysis indicated that the selection of a new superintendent was a key factor in determining the future path of career education in Windham. A nine-page evaluation design is appended. (BP)

ED 118 941 CE 006 509

Tilley, Herbert, Ed.
Student Development Plan: Suggested Implementation Activities, Learning Activity Packages, Instructional Objectives, Learning Opportunities, Evaluation and Outcomes.

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Career Planning, *Curriculum Guides, *Decision Making, Decision Making Skills, Evaluation Methods, Information Seeking, *Learning Activities, *Personal Values, Secondary Education, Self Actualization, Self Concept, *Student Development, Student Evaluation, Vocational Development
 Identifiers—*Learning Packages, Value Clarification, Vermont

The Student Development Plan consists of a set of learning activity packages for teacher use in secondary school classrooms. It covers the following general areas as they relate to vocational development: (1) self awareness (four activities), (2) value clarification (10 activities), (3) career data and information seeking (four activities), and (4) decision making (five activities). The document opens with 11 sequential activities to serve as a guide for implementing the student planning process by involving students, counselors, parents, teachers, and administrators. Instructional objectives, learning opportunities, suggestions for the student, evaluation methods, and student outcomes (competencies) are provided for each learning activity package. A nine-item values clarification bibliography is appended. (BP)

ED 118 942 CE 006 510

Ohio's Career Continuum Program Director's Handbook.

Ohio State Dept. of Education, Columbus.

Pub Date 75

Note—95p.; Agreement and evaluation forms will not reproduce well in microfiche due to small broken type; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—Administrative Personnel, *Administrator Guides, *Career Education, Elementary Secondary Education, Program

Budgeting, Program Development, Program Evaluation, Program Guides, *Program Planning, *State Programs
Identifiers—Ohio

Aimed at local program directors, the handbook provides fundamental information, procedures, and strategies regarding the implementation and development of career education programs, K-10, in Ohio. An overview provides information on the purposes, history, administration, and educational components of the Ohio Career Education Program. Chapters include: (1) Budget and Finance, presenting budget categories, State guidelines, forms, and examples; (2) Personnel, discussing standard operating procedures for program directors, career coordinators, and career education aides; (3) Inservice, suggesting that administrators be the first to receive this training; (4) Communication, outlining communication within the school, within the community, with news media, and with other career related programs; (5) Instructional Materials, discussing their development and implementation through local districts, criteria for assessing needs for material, organizational patterns for development, and use of community resources, field observation, alternatives, transportation, and personalized experiences for grades 9-10, educational television, with various related forms; (6) Advisory Committees, suggesting their composition and possible functions; (7) Assessment/Evaluation, focusing on planning considerations; and (8) State Department Policies and Memos, including guidelines for submitting proposals and preparing final reports, and procedures for filing State communications. A program report cover page, budget graph, and assurances regarding grant applications are appended. (LH)

ED 118 943 95 CE 006 511

Essex, Martin W.

Career Exploration Program, Curriculum Guide [Grades 9-10]: A Workshop Report.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 71

Note—380p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage

Descriptors—*Career Education, Career Exploration, Curriculum Development, *Curriculum Guides, Grade 9, Grade 10, Learning Activities, Models, *Program Development, Program Guides, Resource Guides, *Secondary Education, Simulation, *State Programs, Teacher Workshops, Units of Study (Subject Fields), Vocational Education, Work Experience, Workshops
Identifiers—Ohio

The document is a collection of materials related to the development of a State career education continuum for Ohio, specifically the development of resources for offering vicarious, simulated, or hands-on career exploration experiences to ninth and tenth graders within a unified theoretical framework. Introduced by general discussions of philosophy and hopes for the State program, the document includes flow charts, a 24-page application of the model program to a hypothetical school situation, a 40-page resource list cross-referenced to occupational areas, and an 8-page list of job titles in occupational areas, citing information sources for students. Three pages of general program recommendations are offered. Among the appendixes, 111 pages of sample occupational simulations are provided for vocational education and for subject disciplines. The format provides concepts and teaching methods, sometimes including problems and answers. Eight-eight pages of curriculum suggestions are devoted to six basic personal developmental areas: self and environment, economics, world of work, education and training, employability and work adjustment skills, and decision making. The format provides developmental, program, and behavioral objectives, and broadly indicates program implementation and relevant teaching activities. Various documents related to administrator and teacher workshops are also appended. (AJ)

ED 118 944 CE 006 513

A Comparative Study of the Occupational Achievement of Vocational and Non-Vocational High School Graduates in Texas: Final Report.

Texas Univ., Austin. Center for International Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 30 Jun 73

Note—183p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Achievement, Comparative Analysis, Employment Level, Employment Opportunities, Followup Studies, Graduate Surveys, *High School Graduates, Income, Job Tenure, Occupational Surveys, Participant Characteristics, Questionnaires, *Relevance (Education), Research Methodology, Socioeconomic Background, Tables (Data), *Vocational Education, *Vocational Followup
Identifiers—Texas

The final report describes a Texas study to determine if differences in occupational achievement existed between those high school graduates who had been enrolled in vocational education programs and those who had not. A questionnaire was sent to 3,045 individuals who graduated from high school in 1970 in Austin, San Antonio, and Houston, to determine their occupational achievement. Statistics were based upon the 894 questionnaires returned, with six variables of income and length of employment used: accumulated income, monthly earnings, hourly rate, weekly working hours, employed months, and actual job length. Analysis of variance and multiple regression analysis were the statistical techniques used. A summary is provided and chapters include: (1) study background information; (2) descriptions of research methods and techniques; (3) discussion of test factor associations; (4) presentation of preliminary analysis findings; (5) presentation of further testing; (6) discussion of conclusions and policy implications. Thirty-one tables supplement the text. Appended material includes additional tables, the questionnaire and accompanying letters, and extensive coded raw data on the 894 participants. It is stated that vocational education has proved effective as pre-employment training for those graduates who made a direct transition from school to work. (LH)

ED 118 945 CE 006 514

Louisiana Career Education Goals and Objectives.

Louisiana State Dept. of Education, Baton Rouge. Div. of Instructional Services.

Report No.—Pub-1446

Pub Date 75

Note—76p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Planning, Decision Making Skills, *Educational Objectives, *Educational Programs, *Elementary Secondary Education, Program Development, Self Actualization, Self Concept, *State Departments of Education, State Programs, State School District Relationship, Statewide Planning, Work Attitudes
Identifiers—*Louisiana

The document presents an overview and rationale for implementing career education programs in Louisiana and provides a loose structure wherein parishes can develop programs suited to their needs. Specific career education goals and objectives that were considered to be desirable for students to attain were identified and evaluated in a series of regional conferences. A description of the career education goals and objectives and suggested activities are presented separately for the following levels: (1) lower elementary students (age nine), with emphasis on self-awareness and motivation; (2) junior high school students (age 13), the career exploration stage when students begin to examine job opportunities available within the 15 job clusters; and (3) senior high school students (age 17), presenting career and occupational development objectives based on practical training oriented acquiring job entry skills for employment or advanced study and training. At each level, student objectives and goals focus on: (1) possession of positive attitudes toward self, others, and work; (2) awareness and practice of effective work habits; (3) possession of basic skills useful in careers; and (4) preparation for making career decisions. Appended materials include information on the various activities held to formulate these goals and objectives. (Author/EC)

ED 118 946 95 CE 006 516

The Development and Demonstration of a Functional Model System of Occupational Education in Wyoming Public Education, K-14.

Wyoming State Dept. of Education, Cheyenne. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0023

Pub Date 31 Jan 74

Grant—OEG-0-71-9579(361)

Note—293p.; Photographs will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Occupational Guidance, *Pilot Projects, Post Secondary Education, *Program Descriptions, *Program Evaluation, School Community Relationship, Teacher Developed Materials
Identifiers—Riverton Wyoming School District 15, Wyoming (Riverton)

The final report examines the three year Riverton School District 25 Occupational K-14 Project, a pilot program in Wyoming which developed a comprehensive approach to occupational education for public schools. Four phases were developed, emphasizing: attitude (K-6); career orientation (7-8); career exploration (9-10); career preparation (11-14). Curriculum development and course expansion were teacher directed and extensive, with community involvement in the form of citizen advisory committees. Third party evaluations for each year of the project are presented, emphasizing student behavior and discussing project methodology, data, curriculum development, project phases, and recommendations. Sixteen tables supplement the discussion. A vocational-academic dichotomy, poor guidance programs, and a lack of consistently enforced priorities are noted. Half the document is taken up by appended materials which include: occupational charts; a project booklet (46 pages) and addendum; project correspondence; Learning Activity Packet (LAP) catalog, arranged by grade level, and papers concerning their writing; Teacher Resource Unit (TRU) information; papers regarding project determination, philosophy, career decision-making processes, and instructional objectives; reprint of an article in the Wyoming Educator; and student interviews. (LH)

ED 118 947 95 CE 006 517

A Model Project in Career Education, K-12. Interim Report, December 1974.

Wyoming State Dept. of Education, Cheyenne. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V361203

Pub Date Dec 74

Grant—OEG-0-73-5281

Note—76p.; For related document, see CE 006 518

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Planning, County School Systems, *Educational Objectives, *Educational Planning, Educational Programs, *Elementary Secondary Education, Library Collections, *Program Descriptions, Resource Materials, School Libraries
Identifiers—Natrona County School District, *Wyoming (Casper)

The document presents an interim report of a project to establish career education programs for K-12 students in the Natrona County School District of Casper, Wyoming. Project activities were divided into: (1) career awareness, grades K-6; (2) career exploration, grades 7-9; (3) career preparation, grades 10-12; and (4) guidance. To meet the objectives, staff development activities, curriculum implementation, material distribution, a resource survey, job placement, job interviews, and field trips were undertaken. A third party evaluation concluded that the project was successful. Appended materials make up a major part of the document. An organizational chart is presented in Appendix A and is followed by suggested goals and subgoals for elementary schools (Appendix B), East Junior High School (Appendix C), and Kelly Walsh High School (Appendix D). The goals are based on career awareness, self-awareness, attitude development, educational

awareness, economic awareness, consumer competencies, career planning and decision-making skill development, career orientation, and career exploration. Single-page unit outlines developed for the K-6 component are presented in Appendix E. Appendix F (22 pages) lists locally available career education materials (books, learning activity packages, cassettes, filmstrips, filmstrips with cassettes, filmstrips with records, kits, and 16mm films). (EC)

ED 118 948 95 CE 006 518

A Model Project in Career Education, K-12. Interim Report, August 1975.

Wyoming State Dept. of Education, Cheyenne.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—F-8006-WV

Pub Date Aug 75

Grant—OEG-8-74-0035

Note—50p.; Not available in hard copy due to marginal reproducibility; Attachment B, which consisted of 12 pages of newspaper clippings, was removed because it will not reproduce in microfiche; For related document, see CE 006 517

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, County School Systems, Educational Programs, *Elementary Secondary Education, Parent Attitudes, *Program Attitudes, *Program Descriptions, *Questionnaires, Student Attitudes, Surveys, Teacher Attitudes

Identifiers—Natrona County School District, *Wyoming (Casper)

The document presents an interim report of a model project in career education for K-12 students in the Natrona County School District in Casper, Wyoming. The report covers information in the following areas of project activities: (1) accomplishments, (2) major activities and events, (3) problems, (4) publicity activities, (5) dissemination activities, (6) progress on data collection and evaluation plans and procedures, (7) other activities, (8) staff employment and utilization, and (9) staff development. The major part of the text contains information which is related to the project activities. The results of a student survey on attitudes towards a course called World of Work is presented in Attachment C. Results of the parental survey on the same subject are presented in Attachment D. Attachment E presents samples of the following instruments: (1) career education survey for ninth grade students, (2) career education survey for grade 12 students, (3) teacher inventory form for elementary schools, and (4) teacher inventory forms for junior and senior high schools. (EC)

ED 118 949 CE 006 519

A Guideline for Career Awareness Programs for the Elementary Schools: Part 3, What About Vocational Education? Revised.

Washington Office of the State Superintendent of Public Instruction, Olympia.; Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date 73

Note—65p.; Photographs will not reproduce in microfiche; For related documents, see ED 110 677-680

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Activity Learning, Behavioral Objectives, *Career Awareness, Career Education, Curriculum Development, Educational Objectives, *Elementary Education, Guidelines, Learning Activities, *Program Development, Program Guides, *Program Planning, Resource Guides, Self Concept

The guide was designed to assist those involved in developing a career awareness program for the elementary grades (kindergarten through six). It presents basic elements of program planning and suggested approaches or activities. Selection of activities is discussed in a section of the guide which describes general types of activities for lower, middle, and upper elementary grades grouped into three classifications: self-perception, integration of occupational information into the curriculum, and integration of occupational information into cocurricular activities. Three major program goals are identified: exploration and assessment of personal attitudes and interests, examination of work roles and occupational possibilities, and development of understandings of basic skills related to effective employment.

These goals are listed with concepts which are followed by objectives for each grade level. Based on these goals and concepts, suggested learning activities are presented by grade level according to a format which includes: the goal, general concept, objectives, suggested subject area, the activity, learner expectations, and notes to the teacher. Appended is a five-page resource list of books and audiovisual aids which includes grade level, program goal, and curriculum area designations for each item. (Author/MS)

ED 118 950 CE 006 520

Life Career Development: A K-12 Career Education Conceptual Model Designed as a Guide for Teachers, Administrators, and Counselors.

Baltimore County Board of Education, Towson, Md.

Pub Date 74

Note—177p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Concept Teaching, Curriculum Development, *Curriculum Guides, Curriculum Planning, Educational Objectives, *Elementary Secondary Education, Instructional Materials, Integrated Curriculum, Learning Activities, *Models, Program Guides, *Vocational Development

The guide was designed to assist teachers in infusing career education concepts into the curriculum. Opening sections present information on using the guide, suggested steps for infusion, definitions, characteristics, and outcome goals of career education. The framework on which the guide is based was developed around six major concepts involving: the development and clarification of attitudes toward the concept of work, decision-making skills, the development of an awareness of self, career planning, the development of skills and competencies, and social, economic and cultural conditions. These major concepts, related sub-concepts, and supporting factors are listed in another section. Each major concept with its accompanying subconcepts is introduced at one of three educational levels (elementary, junior high/middle school, or senior high school). Suggested grade level objectives and related strategies for implementation (learning activities) corresponding to the concepts and subconcepts are contained in separate sections for each of the three educational levels. Appended material includes: a three-page selected bibliography, information on occupational clusters, a second grade teaching unit, two examples of instructional materials, and a sample plan and materials for integrating career education into an introductory business course. (Author/MS)

ED 118 951 CE 006 521

Career Education Resource Guide: [Michigan].

Michigan State Dept. of Education, Lansing.; Royal Oak City School District, Mich.

Pub Date [75]

Note—407p.; For the activities component, see CE 006 531 and for the reference guide, see CE 006 551

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Booklists, Career Awareness, Career Choice, *Career Education, Career Exploration, Career Planning, Directories, *Elementary Secondary Education, Indexes (Locators), *Instructional Materials, Instructional Media, Job Placement, Pamphlets, Periodicals, *Resource Guides, Self Concept, Vocational Development

The resource guide, a cooperative effort between the Michigan Department of Education and the Royal Oak School District, is intended to assist teachers and counselors in the selection of career education materials. The first section consists of instructional materials divided into four career development components: self-awareness and exploration (111 pages); career awareness and exploration (153 pages); career decision making and planning (74 pages); and career planning and placement (34 pages). Each component contains a reference index, and is divided into grade levels, K-10. Resource entries are annotated and arranged alphabetically by title. Each entry also supplies information regarding publisher, date, distributor, type and length of media, cost, career development component, and suggested curriculum use. The second section, professional readings (12 pages), alphabetically

lists references on career education under the following categories: bibliographies, directories, and indexes; books; information services; current journal articles; monographs; pamphlets and papers. Appended material includes a list of producers of educational materials and an evaluation sheet. Materials were evaluated by a team of teachers, counselors, and support personnel throughout the State, many through field testing. (LH)

ED 118 952 CE 006 522

[Tigard Career Awareness and Exploratory Project. Final Interim Assessment Report.]

Oregon State Board of Education, Salem.; Tigard School District, Ore.

Pub Date Apr 72

Note—89p.; For the final report, see CE 006 523

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, *Educational Assessment, Elementary Education, *Formative Evaluation, Junior High Schools, *Pilot Projects, *Program Evaluation, Questionnaires

Identifiers—Oregon (Tigard)

The Tigard School District, Oregon has designated two schools as models in a long-range career education plan which includes developing programs and processes for career awareness at the elementary level and career exploration at the junior high school level. A team selected by the Oregon Board of Education carried out a formative assessment synthesizing and interpreting information gathered through interview with staff, students, administration, and community and from available written data and observers' subjective judgements. Project areas assessed were: staff development, program development, and administration. Findings were organized under project strengths, project constraints, and alternative strategies. The preliminary report was presented in simplified form to the staffs in an inservice workshop; this outline and a description of the assessment strategy comprise the report. Extensive appendices include assessment schedules, the assessment interview questionnaires, findings of the staff surveys, summaries of the findings from the team's other assessment activities, and a compilation of the alternative strategies developed by the staffs at the inservice workshop as ways of meeting project constraints defined by the interim assessment team in their preliminary report. (AJ)

ED 118 953 CE 006 523

[Tigard Career Awareness and Exploratory Project No. 171. Final Report.]

Tigard School District, Ore.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date 20 Jul 73

Note—188p.; For the interim report, see CE 006 522

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Career Awareness, *Career Education, *Curriculum Guides, Educational Assessment, *Elementary Education, Inservice Teacher Education, *Pilot Projects, Program Attitudes, Program Descriptions, *Program Development, Program Evaluation, Teacher Developed Materials, Teacher Workshops, Work Attitudes

Identifiers—Oregon (Tigard)

The document is the final report of a State-funded elementary career education project conducted by Tigard School District (Oregon) whose purpose was to develop career awareness and positive work attitudes. The project planning, development, and implementation were the responsibility of a team of selected staff members, who developed materials and inservice activities over a two-year period. Outcomes included a teacher's guide, an inservice model, and a field trip model. All teachers and students in the pilot school were affected by the program, and two other elementary schools are now involved. The 20-page report offers background information, describes procedures followed in the project's development, lists and evaluates the results or accomplishments of the project, draw conclusions and states recommendations, and presents demographic and statistical information and a summary of costs. Among the extensive appendices are materials related to the inservice model, the results of the teacher and community surveys, and a 74-page curriculum guide presenting occupation-related units for grades one through six. Also appended is the final assessment

report, whose three parts indicate project accomplishments in terms of original objectives, synthesize the project staff's reactions to the assessment team's questions, and list recommendations. (AJ)

ED 118 954 CE 006 525
Proposal to Assist Oregon City School District No. 62 to Plan and Implement a SUTOE Program in an Existing Curriculum: Final Report.

Oregon City School District, Ore.
 Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date 30 Jun 74

Note—190p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
 Descriptors—*Career Education, Career Exploration, *Curriculum Guides, Integrated Curriculum, *Junior High Schools, Learning Activities, Lesson Plans, *Pilot Projects, Program Descriptions, *Program Evaluation

Identifiers—Oregon (Oregon City), SUTOE

The document is comprised of (1) a series of reports evaluating a SUTOE (Self Understanding Through Occupational Exploration) career education pilot project conducted in an Oregon City (Oregon) junior high school and (2) sample curriculum guides from that project. A brief project overview, emphasizing the interdisciplinary, team approach employed, introduces the reports. Each department was responsible for developing and revising its particular curriculum. Two years of staff and materials development activities have been judged successful, and the program will be continued as a major curriculum area in the school. Demographic and statistical information and a summary of costs are included. Three evaluation reports, each of several pages' length, written at six-month intervals, are presented, as well as six briefer quarterly reports. Materials following the reports include: (1) students' career assessment form, an instrument designed to measure student growth and data for judging program effectiveness; (2) sample career education curriculum guides from various academic subject areas; (3) brief descriptions of 22 nine-week, non-credit enrichment courses called avocourses; and (4) 40 pages of career unit activities, showing the activities, plans, and lessons used by teachers in each grade level and discipline to accomplish career education objectives. (AJ)

ED 118 955 CE 006 526
A Design for Career Education.
 Montgomery County Public Schools, Rockville, Md.

Pub Date 14 Jan 74

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Behavioral Objectives, Career Awareness, *Career Education, Career Exploration, Career Planning, *Curriculum Design, *Curriculum Planning, Educational Objectives, *Elementary Secondary Education, Post Secondary Education, Program Content, *Program Design, Vocational Development, Vocational Education

The design is a broad framework for career education which was prepared for curricular and instructional planning. The rationale, philosophy, goals, and objectives of career education are included. Also discussed in the relationship between career education and vocational education. The goal of career development as described provided the general direction from which the design was derived. The program involves students from kindergarten through grade 12 and has four overlapping phases in three grade bands: career awareness and orientation in kindergarten through grade six, career orientation and exploration in grades seven through nine, and career exploration and specialization in grades 10 through 12 and beyond. All four phases are concerned with objectives in the following categories: concepts of self, concepts and skills (in the use of language, mathematics, scientific methods, and social sciences), sense of responsibility and initiative, information processing skills, interpersonal relationships, and work attitudes and values. The three essential, interdependent components of the program, guidance, content, and refocus (the blending of subject area and career education objectives) are briefly described. General content and student outcomes are presented for the programs phases in each of the three grade bands. Appended are two charts which summarize the curriculum design. (Author/MS)

ED 118 956

Wampler, Elizabeth C.

Job Placement Primer.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Pupil Personnel Services.

Pub Date 75

Note—34p.; For related document, see CE 006 530

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Counseling Services, Guidance Programs, *Guidelines, *Job Placement, Post Secondary Education, Program Descriptions, Program Design, *Program Development, School Community Cooperation, *School Services, *Secondary Education, Secondary School Counselors, Student Placement, Vocational Counseling

The publication presents guidelines to assist secondary schools in developing and implementing a job placement service within an existing guidance program. The need for and the goals of a school placement program are given. Areas to be considered in developing a program according to one of three organizational patterns (decentralized, centralized, or cooperative) are outlined as: advisory council selection, survey of local job opportunities, communication between counselors and teachers, coordination with local employment security division and employers, cooperation with community agencies, organization of occupational information, preparation of students for meeting with employers, student involvement in the placement service, followup services, use of student appraisal instruments, forms and record keeping, evaluation of services, career exploration clubs, and program publicity. Descriptions of five model programs with basic purposes of (1) providing a transition from school to work for students leaving the public schools and (2) placing students in work experiences as part of, or as a result of, their education are presented. The descriptions identify the school district, a contract person, purposes, and activities of the programs. The need for recordkeeping is pointed out and 10 sample forms are provided. A 12-item bibliography concludes the guide. (Author/MS)

ED 118 957

The Status of Career Education in Georgia.

Georgia State Dept. of Education, Atlanta.

Pub Date [75]

Note—25p.; The introduction is missing from the report; Prepared by the Career Education Task Force

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Education, Educational Objectives, Educational Policy, Educational Programs, *Program Descriptions, *Program Development, State Programs, *State Surveys, Statistical Data, Teacher Education

Identifiers—*Georgia

The Georgia plan considers career education not as a program but as a concept cutting across all other program areas, with potential for achieving a variety of educational objectives. The underlying principles are those of a comprehensive, integrated approach to education, a developmental focus on individuals, and the integration of subject matter with work and other life roles and values. Through this concept, all educators assist each individual at every level to progress toward a personally meaningful and productive career. The status report by the Career Education Task Force provides information on many facets of career education in Georgia, including, in addition to early childhood and special education, elementary, secondary, and vocational education, such components as administrative leadership, guidance, educational television, library services, adult and vocational education, adult basic education, and improvements necessary to continue the career education movement. The report notes the importance of the role of teacher colleges, and includes information on participation of student teachers in area career education programs. The format provides objectives, policies, plans, and operational procedures which facilitate career education, and statistical data. A State Board of Education policy statement and procedural guidelines are offered. (AJ)

ED 118 958

Wampler, Elizabeth C.

The Counselor and Career Education.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Pupil Personnel Services.

Pub Date 73

CE 006 527

Note—20p.; For related document, see CE 006 527

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Awareness, *Career Education, Career Exploration, Career Planning, *Counselor Functions, Counselor Role, Counselors, *Elementary Secondary Education, *Guidance Counseling, *Guidance Services, Vocational Counseling, Vocational Development

Counselors have often indicated an apathetic attitude towards involvement in career education activities. Suggested ways in which career guidance can become a useful tool for providing students with the information, skills, and assistance to make career plans are presented for the elementary, middle, and high school levels. At the elementary level, counselors can assist students in career education in the following areas: (1) promote an awareness of self, (2) provide for a realistic awareness of the world of work, (3) assist in the development of decision-making skills, and (4) facilitate the introduction of positive values and attitudes towards work. At the middle school level, students should be ready to explore some occupational consideration in a realistic manner. The counselor and teacher could facilitate this through activities in: (1) career cluster exploration, (2) assessment of interests, aptitudes, and abilities as related to occupational roles, and (3) orientation of students to high school curricula and training programs. The guidance counselor at the high school level should be able to assist students in planning for their educational, vocational, and social needs by offering career guidance services in the areas of vocational counseling, consultation, placement, and followup. A bibliography is included. (Author/EC)

ED 118 959

Ideas for Activities Designed to Deliver Career Development Outcomes.

Michigan State Dept. of Education, Lansing.

Note—260p.; For the resource guide, see CE 006 521 and for the reference guide, see CE 006 551; Prepared by the Career Education Advisory Commission

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Activity Units, Career Awareness, Career Choice, *Career Education, Career Exploration, Career Planning, Counselors, Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Elementary Secondary Education, Instructional Materials, Job Placement, *Learning Activities, *Post Secondary Education, Self Concept, Self Evaluation, *Vocational Counseling, Vocational Development

The publication, designed especially for counselors, presents activities addressed to a facilitator and intended to assist students in reaching career development outcomes. The first of seven sections, a users' guide, offers suggestions for implementing activities, explains the organization of the document, and provides a participant comment sheet. A second section acknowledges contributors and references documents used in developing the activity ideas. The next four sections present activities grouped according to four career development components: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. Within each of the four sections, activities are further subdivided according to elementary, middle school/junior high, or secondary/Postsecondary levels. Each activity outline includes these elements: the component, activity and page number, level, title, purpose, group size, time required, materials utilized, physical setting, and implementation steps. Preceding each section is a list of the activities with their corresponding performance indicator numbers providing a cross-reference system with the related document, "Career Development Goals and the Performance Indicators: A Reference Guide". The final section contains comment sheets and blank activity sheets for use in further development of the document. (Author/MS)

ED 118 960

Boldrey, Tom And Others

Innovations in Education in Joliet, Illinois, Demonstrated in Five Conferences.

Comprehensive Illinois Occupational Education Demonstration Center, Joliet.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical

Education.; Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—43p.; Photographs will not reproduce in microfiche

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Career Education, Conferences, *Demonstration Centers, *Demonstration Projects, Educational Programs, Elementary Secondary Education, Individualized Programs, Junior Colleges, Post Secondary Education, *Program Descriptions, Program Evaluation, *Program Planning, Trade and Industrial Education, *Vocational Education

The publication was developed to provide cursory information about the people, places, and things essential to career and vocational education that may be seen at the Comprehensive Illinois Occupational Education Demonstration Center (CIOEDC) in Joliet, Illinois. The CIOEDC was designed to demonstrate several K-14 career and vocational education activities and programs that were originally sponsored by the Illinois Division of Vocational and Technical Education. Information is included on a series of five conferences (between October, 1975 and May, 1976) to provide visitors with an opportunity to observe these programs in operation. The following projects are described with narrative and photographs: ABLE (Authentic, Basic, Life-centered Education), JOLIET (Job-Oriented Linking Industry and Education Today), WECEP (Work Experience Career Exploration Program), nucleonics course, career education grades 9-12, consumer and homemaking program, SIVE (System for Individualizing Vocational Education), computerized vocational information system, technical mathematics and physics programs, industrial engineering, preparedness program (for the unemployed, underemployed, and disadvantaged), a followup system for vocational education graduates, IOCP (Illinois Occupational Curriculum Project), a three-phase evaluation of occupational education programs, and the participating grade school, high school, and junior college districts in Joliet. (Author/MS)

ED 118 961 95 CE 006 534
Career Education Activity Kit, K-2.

Wichita Public Schools, Kans.

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Grant—OEG-0-73-2975

Note—326p.; For related documents, see CE 006 535-536

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage
 Descriptors—Art, *Career Education, Curriculum Development, *Curriculum Guides, Educational Objectives, Educational Programs, Grade 1, Grade 2, Instructional Materials, Integrated Curriculum, Kindergarten, Language Arts, *Learning Activities, Mathematics, *Primary Education, Social Studies, Teaching Guides

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for K-2 students is presented in the document. The materials in the teacher's handbook may be used as an aid to achieve pre-established instructional outcomes. Fourteen career generalizations were utilized to develop the CEAK materials. Each generalization has four career education outcome statements for developing the student's thought processes: (1) identify—activities requiring recognition from the students, (2) compare/contrast—activities providing students with different materials which require comparison, (3) analyze—activities requiring students to identify parts or concepts and the relationship between them, and (4) evaluate—activities requiring students to make judgments about the concepts in the career generalization. The CEAK information sheets are presented for four subject areas: language arts (24 activities), art (two activities), mathematics (four activities), and social studies (11 activities). Each activity guideline includes a career generalization, career objective, performance objective, materials needed, preparation, procedure, and evaluation. Worksheets, transparency masters, evaluation instruments, and other instructional materials are included. Appended materials include the 14 career generalizations and objectives, a list of Career Education Consortium participants, an explanation of the feedback system for assessing the kit's value, and a teacher checklist for the feedback system. (Author/EC)

ED 118 962 95 CE 006 535

Career Education Activity Kit, 3-4.

Wichita Public Schools, Kans.

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Grant—OEG-0-73-2975

Note—347p.; For related documents, see CE 006 534 and CE 006 536

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage
 Descriptors—*Career Education, Curriculum Development, *Curriculum Guides, Educational Objectives, Educational Programs, Elementary Education, *Grade 3, *Grade 4, Instructional Materials, Integrated Curriculum, Language Arts, *Learning Activities, Mathematics, Social Studies, Teaching Guides

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for grades 3-4 is presented in the document. The materials in the teacher's handbook may be used as an aid to achieve pre-established instructional outcomes. Fourteen career generalizations were utilized to develop the CEAK materials. Each generalization has four career education outcome statements which develop the student's thought processes: (1) identify—activities requiring recognition from the students, (2) compare/contrast—activities providing students with different materials which require comparison, (3) analyze—activities requiring students to identify parts or concepts and the relationship between them, and (4) evaluate—activities requiring students to make judgments about the concepts in the career generalization. The CEAK information sheets are presented for three subject areas: language arts (31 activities), mathematics (five activities), and social studies (10 activities). Each activity guideline includes a career generalization, career objective, performance objective, materials needed, preparation, procedure, and evaluation. Worksheets, transparency masters, evaluation instruments, and other instructional materials are included. Appended materials include the 14 career generalizations and objectives, a list of Career Education Consortium participants, an explanation of the feedback system for assessing the kit's value, and a teacher check list for the feedback system. (Author/EC)

ED 118 963 CE 006 536

Career Education Activity Kit, 5-6.

Wichita Public Schools, Kans.

Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Grant—OEG-0-73-2975

Note—451p.; For related documents, see CE 006 534-535

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage
 Descriptors—Art, *Career Education, Curriculum Development, *Curriculum Guides, Educational Objectives, Educational Programs, *Grade 5, *Grade 6, Instructional Materials, Integrated Curriculum, Intermediate Grades, Language Arts, *Learning Activities, Mathematics, Physical Education, Sciences, Social Studies, Teaching Guides

An interdisciplinary career education program called Career Education Activity Kits (CEAK) for grades 5-6 are presented in the document. The materials in the teacher's handbook may be used as an aid to achieve pre-established instructional outcomes. Fourteen career generalizations were utilized to develop the CEAK materials. Each generalization has four career education outcome statements for developing the student's thought processes: (1) identify—activities requiring recognition from the students, (2) compare/contrast—activities providing different materials which require comparison, (3) analyze—activities requiring students to identify parts or concepts and the relationship between them, and (4) evaluate—activities requiring judgments about the concepts in the career generalization. The CEAK information sheets are presented for seven subject areas: language arts (14 activities), art (two activities), interdisciplinary (four activities), mathematics (eight activities), physical education (one activity), science (one activity), and social studies (24 activities). Each activity guideline includes a career generalization, career objectives). Each objective, materials needed, preparation, procedure, and evaluation. Worksheets, transparency masters, evaluation instruments, and

other instructional materials are included. Appended materials include the 14 career generalizations and objectives, a list of Career Education Consortium participants, an explanation of the feedback system, and a teacher check list for the feedback system. (Author/EC)

ED 118 964 95 CE 006 538
Summary Evaluation of Career Education Project for Buffalo Public School System.

Buffalo Public Schools, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, Class Activities, *Elementary Schools, *Junior High Schools, Occupational Information, Post Testing, Pretests, *Program Evaluation, Questionnaires, Tables (Data), Vocational Interests

Evaluation of the three-year career education project in 12 of the Buffalo, New York public schools focuses on changes in pupils' knowledge of occupational information and the clarity, consistency, and reality of vocational interests. An occupational knowledge pre/post-test and occupational interest questionnaire were administered to 359 fourth and fifth graders at 10 elementary schools and 238 eighth and ninth graders at four schools. Pupils at both levels showed a significant increase in knowledge about vocations, an increased interest in artistic occupations, and a decreased interest in conventional occupations. At the junior high level, boys showed more consistency than girls during the project, and a higher correlation was indicated between pupils' self-perceived ability and their vocational interest. Responses from six principals and 92 teachers to an open-ended questionnaire were mostly positive, with most faculty identifying the career education project closely with the counselor. Some of the career education activities observed were: an employment service, a plant-growing unit, role playing with puppets, writing vocational autobiographies starting with their parents and grandparents, using newspaper want-ads, group counseling related to rethinking vocational sex roles, and making filmstrips of students' vocational background and future. Tabulated questionnaire responses are appended. (EA)

ED 118 965 CE 006 543

Recruitment, Counseling and Related Activities in the Health Occupations: Final Project Report: Vol. I.

National Health Council, New York, N.Y.

Pub Date 75

Note—81p.; For volume 2, see CE 006 544

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Counseling, *Health Occupations, *National Programs, *Occupational Information, Projects, *Recruitment

Identifiers—*National Health Council

Following an introduction and outline of project objectives and methodology, summaries of the National Health Council 1968-1975 project are presented in seven sections, each representing the activities for recruitment, counseling, and related activities in the health occupations by annual fiscal year contract period. The annual reports summarize three main areas of activities: the national program effort (committees, advisory groups, and meetings); field program (consultation visits, seminars, conferences, meetings, and workshops); and health careers materials program and clearinghouse functions. (EA)

ED 118 966 CE 006 544

Recruitment, Counseling and Related Activities in the Health Occupations: Final Project Report: Vol. II: List of Attachments for Period January 1, 1975-June 30, 1975.

National Health Council, New York, N.Y.

Pub Date 75

Note—89p.; For volume I, see CE 006 543

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Bulletins, Committees, *Counseling, *Health Occupations, *National Programs, Projects, *Recruitment, State Programs

Identifiers—*National Health Council

The second volume of the National Health Council (NHC) final project report for recruitment, counseling, and related activities in the health occupations consists of: three meeting agendas and information on the NHC Committee on Health Manpower; reports on two meetings of

the Committee on Inventory for Health Occupations on the Secondary Level; reports and information on the Ad Hoc Committee on Minority Health Manpower Development; programs for a seminar and regional conference; copies of "Health Manpower Memos", "Operation MEDHIC" (Military Experience Directed Into Health Careers), and "NHC Bulletin to Members". (EA)

ED 118 967

CE 006 545

Fitzgerald, Thomas P.
Relationship Between Performance and Interest in Adult Education.

Pub Date 75

Note—14p.; Paper presented at the National Reading Conference (St. Petersburg, Florida, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, *Adult Students, *Learning Motivation, *Performance Factors, *Readability, *Reading Material Selection, *Reading Research, *Student Interests

Focusing on readability and interest factors of instructional materials for adult education, the study examined the possible relationships between performance and expressed interest in individual reading passages and in categories of passages. Passages on one of three levels of difficulty were administered to 180 adult education students from three New York State instructional centers. Students then answered multiple choice questions evaluating their comprehension of the materials and rated each selection according to interest level and category interest. Data analysis indicated negative correlations between passage interest and performance at the easy and difficult materials levels and a high positive correlation with moderate material. Positive correlations were indicated between performance and interest by categories for all subjects; categories ranked from most interesting to least interesting were: people, functions of the body, animal life, history, and environment. It appears that the readability leveling may not feature all the factors influencing comprehensibility of material for adults and that low reader groups may be more sensitive to interest by category of material than high reader groups. Further study is needed to examine motivation, material relevancy, and material interest in non-testing situations, as the test conditions of the study may have influenced performance over interest factors. (EA)

ED 118 968

CE 006 546

Reames, J. P. (Jim)
The Benefit-Cost Relationship in Entry Job Training in Water Distribution.

Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Education and Manpower Planning.

Pub Date Sep 73

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cost Effectiveness, *Efficiency, *Entry Workers, *Industrial Training, *Job Training, *On the Job Training, *Plumbing, *Utilities

Identifiers—Dallas Water Utilities Department

The benefit-cost relationship analysis concerns the cost effectiveness of employment and training in the Water Distribution Division of the Dallas Water Utilities Department and deals specifically with 104 entry workers hired to become pipe fitters. Half of the entry workers were enrolled in the Public Service Careers (PSC) training program and the other half received no formal training. Employee cost, employee proficiency, and personnel turnover were examined for each group. Data indicate that although the PSC trained employees incurred a cost of \$200 per month of training, they reached full proficiency at 13 months; the non-trained employees reached proficiency at 21 months. One out of 10.4 non-trained employees stayed; the 47 that quit terminated work after an average of 7.4 months. Half of the PSC trained employees stayed; those that quit did so after 12.9 months. Comparing the training costs involved in filling a job with trained versus untrained employees, the savings experienced from an investment in formal training is \$12,633 per job, thus verifying the cost-effectiveness of training. (Tables and figures supplement the text.) (LH)

ED 118 969

CE 006 548

Griffith, William S.

Synergy in Urban Relationships—Public School Adult Education, Community Colleges, and Community Education.

Pub Date 8 Nov 75

Note—21p.; Paper presented at the National Council of Urban Administrators of Adult Education, National Association for Public Continuing and Adult Education Conference (Chicago, Illinois, November 6-9, 1975); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Education, *Community Colleges, *Community Education, *Interagency Cooperation, *Interagency Coordination, *Local Issues, *National Programs, *Organizational Development, *Organizations (Groups), *Public School Adult Education, *State Programs, *Urban Education

Identifiers—National Council Urban Administrators Adult Educ, NCUAAE, *Synergy

The presentation reviews selected developments in inter-organizational cooperation and coordination at the local, State, and national levels in order to provide a basis for identifying major questions and issues faced by the National Council of Urban Administrators of Adult Education (NCUAAE) as they strive for synergy in adult education. Trends and innovations in organizational development are capsulized for: California, New York, Connecticut, Illinois, Michigan, Minnesota, Iowa, Virginia, and Massachusetts. Special attention is directed to two doctoral dissertations concerning community education at Flint, Michigan, and a nationwide survey of interagency cooperation of agencies in each State responsible for adult and continuing education, vocational and technical education, and community junior colleges. Likewise, efforts of the 1975 national seminar of leaders in adult continuing and community education (Flint) are viewed as a strong potential source of coordination. NCUAAE members are presented with 11 pertinent issues related to joint national conferences, advisement of State legislatures on coordination in adult education, coordination with postsecondary/secondary level institutions, Community Education Act, adult education program funding in urban areas, research funding, improved delivery systems for adult education, and adoption of a policy on synergy in adult education. (EA)

ED 118 970

CE 006 549

Career Education: A Report of the North Carolina Career Education Task Force (Curriculum/Administrative Series).

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date 73

Note—49p.; For related document, see CE 006 550

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Education, *Curriculum Development, *Educational Assessment, *Educational Objectives, *Educational Planning, *Program Development, *State Agencies, *State Boards of Education, *State Programs, *Statewide Planning

Identifiers—*North Carolina

A task force comprised of members from the North Carolina State Education Agency has developed a statewide plan for career education, which is outlined. Seven sections present: (1) objectives, task force background, and personnel; (2) a summary of information on North Carolina school programs; (3) a definition of career education encompassing the concepts of learning to live, learning to learn, and learning to make a living; (4) major program components, including curriculum design (K-12), professional development, community involvement, teaching materials, equipment, facilities, and evaluation; (5) identification of State agency roles; (6) 15 suggestions regarding career education program implementation for local school personnel; (7) conclusions. Recommendations are outlined for the program in general, and for curriculum, staffing and professional development, resources, and research and development. A policy statement by the chairman of the State Board of Education regarding the task force report is included. (LH)

ED 118 971

CE 006 550

Life Career Development: A Model for Relevant Education.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Pupil Personnel Services.

Pub Date 74

Note—43p.; For related document, see CE 006 549

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Career Planning, *Guidance Programs, *Models, *Program Development, *Relevance (Education), *Statewide Planning, *Teacher Developed Materials, *Vocational Development

The North Carolina Plan for a life career development model provides a statewide framework on which to build meaningful local programs based on local situations and populations. The three domains of career education (learning to live, learning to learn, and learning to make a living) form the North Carolina Career Education Task Force's rationale, which, in turn, was used as the basis for the model. A guidance program with sufficient funds, personnel, and materials is essential for the model to be effective. The career development model deals with the goals, performance objectives, and activities that are of most concern to the development of a guidance-based program within the three domains identified by the task force. The model's three main areas of concern are grades K-6, in which awareness is the major concentration; grades 7-9, where exploration is emphasized with awareness being a continuous process; and grades 10-12, where awareness and exploration are of concern but preparation receives the major focus. (Author/BP)

ED 118 972

95

CE 006 551

Career Development Goals and Performance Indicators: A Reference Guide.

Michigan State Dept. of Education, Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—76p.; For the resource guide, see CE 006 521, and for the activities component, see CE 006 531

Available from—Career Education Resource Center, Michigan State University, 3rd Floor, Erickson Hall, Lansing, Michigan 48824 (\$1.15)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Career Awareness, *Career Choice, *Career Education, *Career Exploration, *Career Planning, *Curriculum Development, *Decision Making Skills, *Educational Objectives, *Elementary Secondary Education, *Models, *Performance Based Education, *Performance Criteria, *Post Secondary Education, *Self Concept, *Vocational Development

The reference guide presents a model for career education in Michigan and clarifies the content of career development by specifying student outcomes. The document organizes the content of career development into four basic inter-related knowledge, skill, and attitude components: (1) self-awareness and assessment, focusing on helping individuals understand themselves and others; (2) career awareness and exploration, focusing on the interrelatedness of family, citizen, leisure and occupational roles, home, school, work and community settings, and various events such as job entry, marriage, and retirement; (3) career decision making, focusing on skills related to life/career planning; and (4) career planning and placement, focusing on acquiring prerequisite skills and knowledge which lead to life career goals. An organizational pattern for each component of career development is presented indicating two elements, 17 general goals, and 49 sub-goals. In addition another chart shows how each of the 49 sub-goals are restated as performance indicators for four developmental levels (K-3, 4-6, 7-9, and 10-adult). A brief discussion of the infusion process for teachers and counselors is also presented. (Author/BP)

ED 118 973

CE 006 552

M.A.C.E. (Memorial Area Career Education) Lesson Plan Workbook for K-5 [and] 6-8, and 9-12.

Note—111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Career Awareness, *Career Education, *Curriculum Planning, *Educational Objectives, *Elementary Secondary Education, *Guidelines, *Instructional Materials, *Integrated Curriculum, *Learning Activities

The lesson planning workbook presents suggestions for including career education in the daily classroom routine of K-12 students. The workbook uses specific personalized questions which students might ask about career planning and preparation. These framework questions are: (1) What kind of person am I? (2) What kinds of job opportunities are there for me? (3) How do I decide what job I want? (4) How will education help me to get the job I want? (5) How do I get the job I want? (6) What do I do with the money and other benefits I receive for my work? The framework questions (broad concepts) have corresponding lesson questions (objectives). The grade levels at which these framework and lesson questions can be emphasized are indicated on scope and sequence matrices. The elementary level section contains lesson guides which are presented separately for each framework question according to K-3 and Grades 4-5 levels. They indicate the framework question, subject area, grade level, lesson question, student activities, resource, and evaluation. For grades 6-12, only the outline of the framework and lesson questions is provided; the teacher is to use the format from the earlier level as a guide to selection of material for the higher grade levels. Blank sample forms are provided. (EC)

ED 118 974 CE 006 555

Managing Personal Income: Teacher Guide. Family Financial Education Program 1.

Continental Illinois National Bank and Trust Co., Chicago.

Pub Date 70

Note—48p.; For related "Student Problem Book," see CE 006 556; For related unit, see CE 006 557-558

Available from—Continental Illinois National Bank and Trust Co., Educational Services Division, 231 South LaSalle St., Chicago, Illinois 60693 (\$0.60)

Document Not Available from EDRS

Descriptors—*Banking, Banking Vocabulary, *Consumer Education, Course Content, Financial Services, Income, Instructional Materials, Learning Activities, *Money Management, *Secondary Education, *Teaching Guides, Unit Plan

The teacher's guide is for a high school unit on personal income management, part of a family financial education program which also includes a unit on accepting credit responsibility. It can be used by teachers of any subject attempting to develop in students habits and attitudes in the area of earning, saving, and spending. The unit is based on three experiences—understanding checks, using a checking account, and using a savings account—which are linked together by a fictitious case history. An introduction explains the objectives and organization of the unit, and lists specific informational learnings and attitudinal aspects. The following is included for each of the three experiences: list of what students should learn, a situation involving the case history, several illustrations (information and drawings which provide a focal point for discussion), discussion questions, banking vocabulary terms, and suggested activities and problems (with answers) that provide experiences in managing finances. The guide is designed to be used with the coordinated "Student Problem Book." (Author/MS)

ED 118 975 CE 006 556

Managing Personal Income: Student Problem Book. Family Financial Education Program 1.

Continental Illinois National Bank and Trust Co., Chicago.

Pub Date 70

Note—63p.; For related teaching guide, see CE 006 555; For related unit, see CE 006 557-558

Available from—Continental Illinois National Bank and Trust Co., Educational Services Division, 231 South LaSalle St., Chicago, Illinois 60693 (\$0.38)

Document Not Available from EDRS

Descriptors—*Banking, Banking Vocabulary, *Consumer Education, Course Content, Financial Services, Income, Instructional Materials, Learning Activities, *Money Management, Records (Forms), *Secondary Education, *Study Guides, Unit Plan, Workbooks

The student workbook was designed for a high school unit on personal income management, part of a family financial education program which also includes a unit on accepting credit responsibility. The student guide follows the same format

as the teacher's guide and is based on three experiences—understanding checks, using a checking account, and using a savings account—which are linked together by a fictitious case history. The following is included for each of the three experiences: a situation involving the case history, several illustrations (information and drawings which provide a focal point for discussion), banking vocabulary terms, and activities and problems (with step-by-step directions) that provide experiences in managing finances. For some problems, workspace is provided in the book. Blank bank forms at the back of the workbook can be removed for use with certain problems. (Author/MS)

ED 118 976 CE 006 557

Accepting Credit Responsibility: Teacher Guide. Family Financial Education Program 2.

Continental Illinois National Bank and Trust Co., Chicago.

Pub Date 70

Note—80p.; For related "Student Problem Book," see CE 006 558; For related unit, see CE 006 555-556

Available from—Continental Illinois National Bank and Trust Co., Educational Services Division, 231 South LaSalle St., Chicago, Illinois 60693 (\$0.60)

Document Not Available from EDRS

Descriptors—Banking, Banking Vocabulary, Budgeting, Consumer Economics, *Consumer Education, Consumer Protection, Course Content, *Credit (Finance), Economic Education, Financial Services, Instructional Materials, Learning Activities, *Money Management, Purchasing, *Secondary Education, *Teaching Guides, Unit Plan

The teacher's guide is for a high school unit on accepting credit responsibility, part of a family financial education program which also includes a unit on managing personal income. The components of the unit, correlated with a planned instructional program in any area of economics, can be used to reinforce certain relationships and concepts which prepare students for their future roles as buyers, savers, and borrowers. The unit is divided into six experiences which deal with the following topics: factors influencing buying, meaning of credit, cost of credit, building and maintaining a good credit rating, preventing money problems, and consumer protection. An introduction explains the purpose and organization of the unit, and lists specific informational learnings and attitudinal aspects. Background material for the teacher and students, concepts to be developed, questions for motivation, a statement of points to be emphasized, a vocabulary list of consumer and credit terms, suggested activities (for individual student, committees, or the class), and problems (including answers) are presented for each of the six experiences. The problems are also contained in the "Student Problem Book" designed to accompany the teacher's guide. (Author/MS)

ED 118 977 CE 006 558

Accepting Credit Responsibility: Student Problem Book. Family Financial Education Program 2.

Continental Illinois National Bank and Trust Co., Chicago.

Pub Date 70

Note—63p.; For related teaching guide, see CE 006 557; For related unit, see CE 006 555-556

Available from—Continental Illinois National Bank and Trust Co., Educational Services Division, 231 South LaSalle St., Chicago, Illinois 60693 (\$0.38)

Document Not Available from EDRS

Descriptors—Banking, Banking Vocabulary, Budgeting, Consumer Economics, *Consumer Education, Consumer Protection, Course Content, *Credit (Finance), Economic Education, Financial Services, Instructional Materials, Learning Activities, *Money Management, Purchasing, *Secondary Education, *Study Guides, Unit Plan, Workbooks

The student workbook was designed for a high school unit on accepting credit responsibility, part of a family financial education program which also includes a unit on managing personal income. The student book follows the same format as the teacher's guide and is based on six experiences which deal with: factors influencing buying, meaning of credit, cost of credit, building and maintaining a good credit rating, preventing money problems, and consumer protection. The

study guide contains statements of points to be emphasized, background material, vocabulary terms, and 27 specific problems for study and completion to reinforce concepts and to develop skills. (Author/MS)

ED 118 978 CE 006 559

Wise Use of Buy Power: Leader Guide.

Continental Illinois National Bank and Trust Co., Chicago.

Pub Date 71

Note—88p.

Available from—Continental Illinois National Bank and Trust Co., Educational Services Division, 231 South LaSalle St., Chicago, Illinois 60693 (1-25 copies, \$2.50 each; over 25 copies, \$2.00 each)

Document Not Available from EDRS

Descriptors—*Adult Education, Banking, Budgeting, Consumer Economics, *Consumer Education, Consumer Protection, *Credit (Finance), Family Income, Financial Needs, Financial Problems, Financial Services, Instructional Materials, *Leaders Guides, Learning Activities, *Money Management, Post Secondary Education, Purchasing, Teaching Guides, Unit Plan

The guide was designed for use by leaders of adult groups working in the area of personal money management. The content of the guide (presented in 10 lessons) includes the following areas reported to be most pressing by persons competent in the field of money management who counsel middle and lower-income groups: the role of advertising in the consumer's world, budgeting as a tool for economic planning, the use and abuse of credit, consumer protection against deceptive sales practices, and savings and checking accounts in money management. An introduction explains the use and organization of the guide. The 10 lessons center around the problem situations of a fictitious family which form the basis for group participation and discussion of common problems. Included for each lesson are: purposes, list of materials needed, the situation, suggested questions, points of emphasis, activities, and problems (with answers) for completion. The three appendices provide information and learning activities on truth in lending, checking accounts, and saving accounts. Student workbooks containing the situations, specific problems, and blank forms for use with the appended lessons were intended to accompany the guide and are available from the publisher. (Author/MS)

ED 118 979 CE 006 561

Burger, Laura J. Lambrecht, Judith J.

Handbook for Vocational Instructors Interested in Competency-Based Education.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date 74

Note—121p.; For a report of the project which developed this handbook, see CE 006 086; The appended material will not reproduce clearly in microfiche due to poor contrast in the original; Best copy available

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Academic Achievement, *Articulation (Program), Curriculum Development, *Educational Programs, Lesson Plans, *Performance Based Education, Planning, Post Secondary Education, *Program Development, Secondary Education, Student Records, Task Analysis, Task Performance, Technical Education, *Vocational Education

The handbook is designed to help vocational instructors develop articulated vocational programs for secondary and post-secondary students. The handbook recommends a competency based approach which personalizes instruction for students and which emphasizes performance of job related tasks. The handbook's first chapter is a general introduction to its focus and use. Chapters 2 and 3 address the organization of the local program and the content, organization, and instructional sequence of a single occupation within the local program. They consider the first four steps of the recommended six-step procedure for curriculum articulation: listing the occupations, deciding which occupations to teach, drawing the worker mobility chart, and outlining the occupational curriculum. Chapter 4 discusses guidelines for developing instructional modules and describes the fifth step in achieving articulation: writing teaching modules. Chapter 5 suggests a

system for teachers to use in monitoring student's progress through modules toward their occupational goals and covers the last articulation step: developing a record-keeping system. Five appendices provide a glossary, a sample task inventory, guidelines for constructing task inventories, measures to determine learner achievement, and advantages and limitations of some classroom media. A three-page bibliography is included. (JR)

ED 118 980 CE 006 563

Consumer Education in Lincoln High School.
Consumers Union of United States, Inc., Mount Vernon, N.Y. Educational Services Div.
Pub Date 65

Note—75p.; Copyright 1965 by Consumer Union of the United States, Inc., Mount Vernon, N.Y. 10550. Reprinted by permission from Consumer Reports, February, 1976

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Business Education, *Case Studies (Education), *Consumer Education, *Curriculum Development, English, Home Economics, Industrial Arts, *Integrated Curriculum, Mathematics, *Program Descriptions, Program Evaluation, Sciences, Secondary Education, Social Studies, Teacher Developed Materials, Units of Study (Subject Fields)

Identifiers—*Lincoln High School, New York (Mount Vernon)

"Consumer Education in Lincoln High School" was prepared by the Consumer Education Committee, faculty members of the school. The document presents a series of teacher-prepared case studies of Lincoln High School's consumer education program and how consumer education has been integrated into the following departments: business education, English, home economics, industrial arts, mathematics, science, and social studies. Also treated are more general topics dealing with consumer education as it relates to youth needs and school responsibilities, curriculum development, school assemblies, and program evaluation and plans for the future. (BP)

ED 118 981 CE 006 564

Siegel, Sheldon
Social Service Manpower Needs: An Overview to 1980.

Spons Agency—Council on Social Work Education, New York, N.Y.

Pub Date 75

Note—19p.

Available from—Council on Social Work Education, 345 East 46th St., New York, New York (S2.00)

Document Not Available from EDRS

Descriptors—Academic Achievement, Educational Planning, *Employment Projections, Employment Trends, Federal Programs, Futures (of Society), *Manpower Needs, *Manpower Utilization, Professional Services, Social Agencies, *Social Services, *Social Workers, Statistical Analysis

Based on an analysis of existing data, manpower projections in the area of social services have been made to 1980 and are presented in the document. Methodology, data sources, and study limitations are discussed and the historical growth of social service personnel examined. Differences in classification of social service workers from program to program have made employment growth difficult to compare, but program expansion has led to a large numerical increase in their employment, and labor force comparisons concur. In 1970 welfare services and residential welfare services employed 64% of all social service personnel, and health services and educational services employed nearly 19%. Changes in educational attainment are noted, with a large increase in the number of social service personnel with just a bachelor's degree, in 1970. Three forecasts for social service employment are presented, with employment growth indicated, although not as great as in the 1960's. There is a strong basis for continued expansion in both baccalaureate and master's degree social work education. It is stated that estimations and projections are conservative due to the limitations of available data and the high state of uncertainty regarding Federal policy in this field. (LH)

ED 118 982 CE 006 565

Smith, Jay A., Jr., Ed.
Involvement in Transportation Through Career and Curriculum Planning: Seminar Proceedings

(University of North Florida, June 18-22, 1973).

University of North Florida, Jacksonville.
Spons Agency—Department of Transportation, Washington, D.C. Office of University Research.

Pub Date Mar 74

Note—135p.; Some pages may reproduce poorly due to light print; Prepared by Dept. of Transportation and Logistics

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Career Opportunities, Conference Reports, Curriculum Development, Curriculum Planning, Ecological Factors, *Education, Educational Planning, Environmental Influences, *Government Role, Manpower Utilization, Political Influences, Post Secondary Education, *Seminars, Service Occupations, Socioeconomic Influences, State Agencies, *Transportation

Identifiers—*Transportation Education

The document offers texts of papers presented at a multi-disciplinary and multi-audience transportation seminar conducted by the Department of Transportation and Logistics of the University of Northern Florida. An understanding of transportation career opportunities and manpower requirements was sought by those attending: career counselors, curriculum planners, students, industry representatives, and faculty. Papers are presented under the following categories: (1) The Economic, Social, and Political Significance of Transportation, with five papers discussing transportation and distribution, prices, economic development, urbanization, and political aspects; (2) Transportation Services, with four papers discussing intermodal activities, airline careers, United Parcel Service, and warehousing; (3) Government and Transportation, with four papers discussing government roles as promoter and regulator regarding Amtrak, aviation, and the Florida Public Service Commission; (4) Transportation Issues and Answers, with four papers discussing urban movement, safety, environmental and ecological considerations, and State transportation; (5) Transportation Career Opportunities, with six papers discussing railroad, carrier employment, service firms, industrial traffic management, public services, and education; (6) Transportation and the Curriculum, with six papers discussing historical considerations, economic development, government, social and environmental considerations, a curriculum development program, and a summary of findings and recommendations of a curriculum planning group at the seminar. (LH)

ED 118 983 CE 006 566

Suojanen, Waino W., Ed. And Others
Perspectives on Job Enrichment and Productivity.
Georgia State Univ., Atlanta. School of Business Administration.

Pub Date 75

Note—279p.

Available from—Publishing Services Division, School of Business Administration, Georgia State University, University Plaza, Atlanta, Georgia 30303 (\$6.95)

Document Not Available from EDRS

Descriptors—Anthologies, *Job Enrichment, *Management, Needs, Problem Solving, *Productivity, Systems Development, Theories, Values, Work Attitudes

The book of reading focuses on the state of job enrichment in the United States today, as well as some of its international implications. Featured in the book are 20 selected working papers analyzing the development and use of job enrichment in various types of organizations, union response to job enrichment, and its outlook for the future. The volume approaches job enrichment on two levels: (1) theory, definition, and needs and (2) practice and application. Articles favoring job enrichment as well as some which take a more critical viewpoint are included. Viewing management as the psychology of business more than the physiology of business, the editors have collected readings that address the broader spectrum of those intrinsic work values known as the "quality of work life". The authors of articles come to grips with the factors which most directly affect this very sensitive area of management: their observations, experiments, analyses, and solutions provide a framework for practical application of the dynamics of job enrichment through the most advanced concepts and systems known today. (Author/EA)

ED 118 984

CE 006 567

Lindbeck, John R.

Metrics in Career Education.
Western Michigan Univ., Kalamazoo. Center for Metric Education.

Pub Date 75

Note—103p.

Available from—Charles A. Bennet Company, Inc., 809W. Detweiler Drive, Peoria, Illinois 61614 (\$3.60; \$2.70 to schools)

Document Not Available from EDRS

Descriptors—*Career Education, Drafting, Educational Needs, Graphic Arts, Home Economics Education, Industrial Arts, Integrated Curriculum, *Learning Activities, Measurement, Metal Working Occupations, *Metric System, Power Mechanics, Practical Mathematics, Secondary Education, Standards, Supplementary Textbooks, Technological Advancement, *Textbooks, *Vocational Education, Woodworking

The United States is rapidly becoming a metric nation. Industry, education, business, and government are all studying the issue of metrication to learn how they can prepare for it. The book is designed to help teachers and students in career education programs learn something about metrics. Presented in an easily understood manner, the textbook's eight chapters provide information, illustrations, and exercises on the following topics: (1) introduction to metrics (background, the SI base units, and measurement), (2) metric practices and standards, (3) metric drafting, (4) metrics in metalworking, (5) metrics in woodworking, (6) metrics in power and energy, (7) metrics in graphic arts, and (8) metrics in home economics. Related metric learning activities conclude each chapter. Conversion tables are appended. (BP)

ED 118 985 95 CE 006 568

Data Base Establishment and Model Development for a Coordinated Comprehensive Placement System: Final Report.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—49p.; For related documents, see CE 006 569-570

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Career Planning, *College Placement, Comprehensive Programs, Guidance Services, *Job Placement, Models, *Post Secondary Education, Program Descriptions, Program Evaluation, Questionnaires, Referral, *Secondary Education, Surveys, Technical Institutes, Vocational Counseling, Vocational Development, Vocational Education, Vocational Schools

Identifiers—Wisconsin

The final report of the Wisconsin project, which developed a coordinated and comprehensive placement system for secondary/postsecondary schools, includes a project summary and evaluation. Both providers and receivers of placement services in Grant, Winnebago, and Racine Counties were surveyed regarding barriers and facilitations in securing educational/occupational placement. The survey indicated that: most high school resources were directed toward students anticipating further education; family and friends were rarely utilized as resources by school and community personnel; the placement-securing skills of many students were deficient; and students were concerned about marketability of skills. The model Career Placement Delivery System, a transitional placement developmental program, is designed to maximize student independence in career planning/development and the availability of career options. The system contains three main components: (1) instructional (placement) skills: qualifying, securing, and maintaining; (2) guidance (outreach, orientation, appraisal, informational, counseling, planning, program selection, and followup services); and (3) referral (placement solicitation, placement development, and ancillary services). A conceptual evaluation was accomplished through a questionnaire survey (appended) of 26 evaluators (counselors, local vocational education coordinators, placement functionaries, and administrators); two evaluators were selected for an indepth interview to test potential utilization of the model system. (EA)

ED 118 986 95 CE 006 569
Survey and Analysis of Career Placement Activities: Volume II of a Research Project to Develop a Coordinated Comprehensive Placement System.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date May 75

Note—225p.; For related documents, see CE 006 568-570; Page 141 will not reproduce

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
 Descriptors—*Career Planning, *College Placement, Comprehensive Programs, *Data Analysis, Guidance Services, *Job Placement, Post Secondary Education, Questionnaires, Secondary Education, *Surveys, Tables (Data), Technical Institutes, Vocational Counseling, Vocational Development, Vocational Education, Vocational Schools

Identifiers—Wisconsin

Volume 2 of the Wisconsin placement project has intensively analyzed survey data. Users and providers of placement services in the select counties of Grant, Winnebago, and Racine were surveyed regarding barriers and facilitations in securing educational/occupational placement. User respondents included 825 current high school seniors from 13 representative public high schools and two private schools, a random sampling of 595 former high school seniors (57-64% return), a representative group of 907 current vocational and technical institute students, and a random sampling of 410 former vocational-technical institute students (46% return). A total of 224 placement providers, representing a 47% return, also were surveyed. Areas receiving emphasis at the high school level were: increased opportunities for career planning/counseling, specific occupational preparation, more information on local job openings and occupational projections, and greater use of the referral service. Training, counseling, and information also were desired by the vocational-technical respondents. Providers suggested virtually no placement assistance was available from school personnel for out-of-school youth. A detailed analysis is included of the variable effects of sex, academic standing, race, age, class size, postsecondary activities, and marital status. Appendixes contain supplementary information and copies of the five questionnaires. (EA)

ED 118 987 95 CE 006 570
A Coordinated and Comprehensive School-Based Career Placement Model: Volume III of a Research Project to Develop a Coordinated Comprehensive Placement System.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Pub Date Nov 75

Note—115p.; For related documents, see CE 006 568-569

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—Career Planning, *College Placement, Comprehensive Programs, Guidance Services, *Job Placement, Models, *Post Secondary Education, *Secondary Education, Vocational Counseling, *Vocational Development

Identifiers—Wisconsin

Volume 3 presents a descriptive outline of the Wisconsin school-based career placement model. The two major objectives for the model are: (1) to maximize the individual student's competencies for independent career functioning and (2) to maximize the availability of career placement options. For orderly transition, each student must receive the services to: formulate a unique career identity, develop appropriate career planning strategies, prepare for entry into a cluster of occupational options, utilize alternative educational/occupational/community resources for career planning, and re-evaluate and/or change career pathways. Implementation procedures are outlined as: (1) identifying the potential users, (2) specifying behavioral competencies for career placements, (3) assessing students for competencies and needs, (4) surveying the community and school for existing resources, (5) establishing priorities, (6) determining the services and personnel to meet the sub-objectives, (7) assigning responsibilities for specific programs, (8) evaluating sub-objectives and implementing revisions,

(9) evaluating overall program through follow-up, and (10) evaluating the program in relation to major school goals. Various techniques helpful in implementing the procedures also are suggested. Appendixes contain supplementary information and a listing of materials and resources for placement program development. (EA)

ED 118 988 CE 006 571
Protecting the Voc Ed Consumer.

Wilms, Wellford W.

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Academic Standards, Adult Education, Adult Students, *Consumer Protection, Correspondence Schools, Educationally Disadvantaged, *Educational Programs, Educational Responsibility, Females, Minority Groups, Occupational Aspiration, Post Secondary Education, *Program Effectiveness, Program Evaluation, *Proprietary Schools, Public Schools, *Vocational Education

To test the differences in effect of postsecondary vocational training offered by public schools and by proprietary schools, a study based on a sample of 4,800 students and graduates in the accounting, programming, electronic technician training, dental assisting, secretarial, and cosmetology occupations was designed. Even though vocational students are generally the least advantaged students in postsecondary education, the study determined that proprietary students were the least advantaged of these. Since proprietary schools offer narrowly-targeted, no-frills training in short, intensive, but flexible programs, they are frequently more attractive than comparable programs in the public schools. The study concluded that students from either type of program were liable to have their employment aspirations frustrated unless they chose to work at the lower levels of the occupational hierarchy. Hence many schools are not living up to their explicit or implicit promises of upward mobility through self-help. Recommendations for protecting vocational education consumers include: access to reliable information on vocational programs, government standards regarding program effectiveness, truth-in-advertising requirements, audits by government-appointed agencies, equal pay for equal work for women and minorities, coordinated experimentation on ways to best use all occupational training resources, and self-evaluation of program objectives. (JR)

ED 118 989 CE 006 572
Hameister, Dennis R.

Conference Evaluation: Pro or Con.

Pub Date [74]

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Conferences, *Evaluation, *Evaluation Methods, Evaluation Needs, Participant Satisfaction, Program Planning, Success Factors, Testing

The conference method has a long history as a way of teaching, problem solving, information sharing, and conflict resolving. There are two methods of planning conferences: a systematic and organized method, and an informal method. Central to estimating the success of a conference is evaluation. In the evaluation process, obtaining information consistent with stated objectives is an essential first step, a task which frequently necessitates a full-time evaluator. To determine the full effect of the conference on all participants, it is advisable to include all participants in the evaluation process. Though expensive and time consuming, evaluation readily reimburses initial planning costs. The various symptoms of inadequate evaluation, for instance, low re-enrollments, high dropout rates, and employer complaints, often contribute to the neglect of evaluation. Obstacles to evaluation include: difficulty in appraising behavior change, lack of comparative data, financial constraints, and unclear or unspecific objectives. Methods and techniques for evaluating a conference involve initial construction of a plan and utilization of valid and reliable evaluation instruments. Evaluators themselves must determine the combination of before, during, and after conference instruments appropriate for the purposes desired. (JR)

ED 118 990 CE 006 573
Senior, John
Population Projections for Pennsylvania and Counties, 1970-2000.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
 Pub Date Sep 75
 Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—Birth Rate, Demography, *Educational Planning, *Futures (of Society), Multiple Regression Analysis, Population Distribution, *Population Trends, Research Methodology, *Statewide Planning, Statistical Analysis, *Tables (Data)

Identifiers—Pennsylvania

Population projections developed by the Pennsylvania Department of Education, 1970 to 2000, have been updated to report the latest information on fertility and mortality trends and migration within the State. Methodology utilized closely resembles the cohort component procedure, with multiple regression analysis applied to historical information for mortality and fertility rate projections and net migration estimates involving recent economic and labor trends. Statistics are discussed with tables and graphs provided. It is stated that the population projection for the State indicate modest growth between 1970 and 2000, with the number of children aged 5 to 19 years expected to decline rapidly between 1970 and 1985. Thereafter, it is expected that the State's population will begin to stabilize, increasing only slightly over the next 30 years. Appended material, 82 pages, discusses the computation of fertility rates and presents the following statistics: population projections for the State, 1970 to 2000; population projections for the counties, 1970 to 2000; and population projections for Pennsylvania's 10 State Board of Education higher education planning regions, 1970 to 2000. (LH)

ED 118 991 95 CE 006 574
Franchak, Stephen J. And Others

Historical Estimates, 1960-1970, of Occupational Employment for the State SMSA's and Balance of State.

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—148p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
 Descriptors—Employment Level, Employment Patterns, Employment Projections, *Employment Statistics, *Employment Trends, *Growth Patterns, Labor Market, *Occupational Information, Occupations, *State Surveys, Statistical Data

Identifiers—Pennsylvania

The document is the report of a research project designed to provide occupational employment projections for the State of Pennsylvania through the development and use of a computer-based system. Section 1 of the report (11 pages) discusses the three projection methods used: two recommended by the Bureau of Labor Statistics, one an econometric method and the other a regression method; and one prepared by the National Planning Association, a modification of the Bureau of Labor Statistics' regression method. Section 2 of the document (125 pages) presents occupational employment figures on each of 469 occupations for the 1960 and 1970 and the growth factor for each over the decade. In all, 12 sets of such figures are provided: one for the State as a whole; one each for the 12 Standard metropolitan Statistical Areas (SMSAs) of Allentown-Bethlehem, Altoona, Erie, Harrisburg, Johnstown, Lancaster, Philadelphia, Pittsburgh, Reading, Scranton, Wilkes-Barre, and York; and one for the remainder of the State. All of the matrices are residence-based, that is, they describe the occupation of employed persons at their place of residence. Appendixes include a flow chart, a short list of references, and a map of the State. (JR)

ED 118 992 CE 006 575
Franchak, Stephen J., Ed.

Manpower Research and Information: Proceedings of a Symposium (Harrisburg, Pennsylvania, April 25, 1974).

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date Jun 74

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

48 Document Resumes

Descriptors—Dentists, *Educational Demand, Educational Trends, *Employment Trends, Engineers, Enrollment Trends, Health Occupations, Higher Education, Labor Supply, *Manpower Development, *Manpower Needs, Manpower Utilization, Models, Needs Assessment, Occupational Information, Physicians, *State Surveys, Symposia, Tables (Data), Teacher Supply and Demand

Identifiers—Manpower Research, *Pennsylvania

The symposium summary presents the opening remarks of the meeting and nine papers which focus on defining manpower research within the context of educational program planning and decision making and include detailed analyses of the supply and demand of selected occupations. The papers are: "Manpower Research and Information, An Educational Viewpoint," Stephen J. Franchak; "A Comprehensive Supply/Demand Model for Education," John Senior; "Manpower Research and Information, Federal Bureau of Labor Statistics Viewpoint," Myron H. Levine; "Some Implications for Educators of the Findings in the Report, A Study of Physician Manpower Supply and Demand in Pennsylvania," George E. Brehman, Jr.; "Dental Manpower Supply and Demand in Pennsylvania," Frank M. Durkee; "Overview of Comm-Bacc Survey Efforts in Pennsylvania," William F. Donny; "Some Comments on Engineering Manpower Over the Next Decade with Reference to Higher Education Needs," George E. Brehman, Jr.; "Teacher Manpower Supply and Demand in Pennsylvania," Frank M. Durkee; and "Demand, Supply and Educational Requirements in Allied Health and Health-Related Occupations," Alfonso S. Zawadzki. (JR)

ED 118 993

CE 006 576

Sarvas, Arlene Frances

An Analysis of the Relationship Between Perceptions of Vocational Female Faculty and Administrators Toward Female Faculty in Four Institutional Types. Volume 13, No. 11.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Mar 76

Note—196p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Administrator Attitudes, Area Vocational Schools, Community Colleges, *Comparative Analysis, Comprehensive High Schools, Demography, Discriminatory Attitudes (Social), Equal Opportunities (Jobs), Occupational Aspiration, Proprietary Schools, Questionnaires, *Role Perception, Self Concept, Sex Discrimination, Sex Role, Tables (Data), Teacher Administrator Relationship, Teacher Attitudes, *Vocational Education, *Women Teachers

The overall purpose of the study was to identify relationships between perceptions of vocational female faculty and vocational administrators in four types of vocational institutions: area vocational school, community college, comprehensive high school, and postsecondary proprietary school. Data was obtained from 1,404 vocational female faculty and 1,181 vocational administrators through an Egalitarian Perception Scale (measuring differences of perceptions) and a demographic data form (measuring status). Relationships between institutional type in the areas of dual-role conflict, career aspirations, and advancement possibilities are identified for both the vocational female faculty and administrators. Demographic characteristics for both groups, the origin and importance of the study, a review of pertinent literature and four related sub-studies, procedures and data analysis, findings, a summary, and list of 10 recommendations are presented. Sixty-four tables and 19 graphs supplement the text. Findings indicate an adverse dual-role conflict, limiting female faculty in their career aspirations and self-concepts. Postsecondary proprietary school female faculty responses differed significantly from their counterpart responses in the three other kinds of schools; there was less disagreement among administrators. Preservice and inservice programs for both male and female faculty and administrators are recommended. The questionnaire is appended. (Author/LH)

ED 118 994

CE 006 577

Elson, Donald E.

Annual Local Evaluation of Vocational and Technical Education: Procedures and Forms for Conducting an Annual Evaluation of Vocational and Technical Education Programs.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Feb 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Committees, Curriculum Evaluation, Educational Assessment, Educational Objectives, *Evaluation Criteria, *Evaluation Methods, *Guidelines, *Program Evaluation, Rating Scales, Records (Forms), State Departments of Education, Technical Education, *Vocational Education

Identifiers—*Virginia

The Annual Local Evaluation, a systematic procedure for evaluating the total vocational education program in a local school division, is presented, and represents phase three of an evaluation program developed by the Division of Vocational Education, Virginia State Department of Education. The evaluation procedure will serve as a basis for the school division's update of their five-year plan. The evaluation guidelines are divided into two sections: (A) Curriculum and Instruction, a 32-item rating form to be completed by vocational teachers, with detailed instructions provided; (B) Summarization, instructions, procedural guidelines, and form to be completed by the Department, School Vocational Education, and Division Vocational Education Committees. Suggestions regarding committee structure for the annual evaluation are made, seven types of data to be studied are listed, and five major goals for vocational education are presented. (LH)

ED 118 995

95

CE 006 578

Concepts, Topics and Objectives for Consumer Education, K-Adult.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—57-30023-C-5-501

Pub Date Feb 74

Note—207p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Bibliographies, *Consumer Education, *Curriculum Development, *Curriculum Guides, *Educational Objectives, *Educational Research, Elementary Secondary Education, Fundamental Concepts, Post Secondary Education, Resource Guides, Unit Plan

The research project identifies discrete ideas, topics, and concepts appropriate to an interdisciplinary plan for consumer education, K-adult, and assigned sequence program objectives to them. The overall goal for consumer education is stated "to help the individual achieve a satisfying life style by developing an understanding of the economic system to enable each to make skillful, constructive consumer decisions." Seven subgoals are listed and their accompanying concepts organize the presentation: (1) American Economic System, with five topics; (2) Use of Money, with five topics; (3) Goods and Services, with eight topics; (4) Influences on Producers and Consumers, with five topics; (5) Credit, with five topics; (6) Rights and Responsibilities, with five topics; (7) Values and Life Styles, with five topics. Concept and topic objectives are listed under elementary, secondary, and adult categories, and are also broken down into grade levels. Project background, overview, and literature search are discussed. Appended are: project correspondence and draft materials; a compilation of curriculum objectives, concepts, and goals listed under the seven concept headings; a 49-page bibliography of resource materials for the student and teacher, categorized by concept headings; and draft materials from the Consumer Education Task Force. (LH)

ED 118 996

CE 006 579

Heaney, William C. Ashbaugh, Carl R.

Observed Individualization of Instruction by Vocational and Nonvocational Teachers.

Texas Univ., Austin. Dept. of Educational Administration.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Feb 73

Note—152p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Classroom Observation Techniques, *Classroom Research, Data Analysis, Educational Research, Effective Teaching, *Individualized Instruction, *Inservice Teacher Education, Lesson Observation Criteria, Measurement Instruments, *Program Effectiveness, Public School Teachers, Special Education Teachers, Teacher Behavior, Teacher Education Curriculum, Vocational Education Teachers

Identifiers—Texas

Vocational, academic, and special education teachers who had received inservice education in the individualization of instruction were observed to determine the effect of the education on their teaching. Data collection and conversion instruments were developed. Six trained observers performed 364 classroom observations in 10 Texas districts with inservice programs, and in 10 without: the 10 inservice program administrators were interviewed. A literature review indicated that certain methods of inservice instruction rated higher in implementation than others (laboratory, simulation, team research, and internship), suggesting seven hypotheses which were tested, using linear regression analysis. Four examined inservice education's relationship to teacher performance; three focused on the degree and level of individualization performed by each of the three groups of teachers. Inservice education in individualized instruction was found to make a difference for academic teachers, and, to some extent, for special education teachers, but not for vocational teachers. This suggests that teacher classification differences should be considered in planning inservice education programs. Academic teachers in Texas apparently are not receiving adequate training in individualization from teacher education programs, but the Texas vocational certification program is apparently producing teachers who can individualize instruction. Inservice instruction methods made no significant difference. The instruments are appended. (AJ)

ED 118 997

95

CE 006 581

Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities: Volume I: Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0224VZ

Pub Date 28 Feb 76

Grant—OEG-0-74-1738

Note—130p.; For related documents, see CE 006 582-583

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Curriculum Development, *Distributive Education, Educational Alternatives, Marketing, Merchandising, Performance Based Education, Pilot Projects, Program Content, *Program Descriptions, Program Evaluation, *Rural Schools, Salesmanship, Sales Occupations, Secondary Education, *Simulation, Teacher Workshops, *Work Experience Programs

A distributive education program of simulation occupational experiences was established in four rural pilot schools where the normal cooperative education program was not feasible. The plan provided for competency-based instruction by a distributive education teacher-coordinator (in management, merchandising, salespromotion, and control) in the classroom and in a simulated and/or school store. Procedures for establishing the programs are discussed: school selection, teacher-coordinator selection and workshop training, student recruitment, equipping the classroom-laboratory, advisory committees, organization of a local Distributive Education Clubs of America chapter, evaluation, and dissemination activities. Curriculum materials for the simulation project are described. Project evaluation was accomplished through (1) self-evaluation by teacher-coordinators, administrators, and project director and (2) review by out-of-State experts. It was concluded that: overall objectives had been met, the plan was transportable, and that the simulation model was a viable alternative to

cooperative programs in rural areas. Implications for rural and urban schools and teacher education are included with recommendations for those establishing the plan in other States. Appended are: a selected bibliography, sample correspondence, sample forms, workshop agendas, advisory committee guidelines, a schedule of career progressions in six business categories, and an equipment list. (Author/MS)

ED 118 998 95 CE 006 582

Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities: Volume II: Curriculum Materials: Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0224VZ

Pub Date 28 Feb 76

Grant—OEG-0-74-1738

Note—294p.; For related documents, see CE 006 581-583

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—*Curriculum Guides, *Distributive Education, *Job Skills, Learning Activities, Marketing, Merchandising, Performance Based Education, Pilot Projects, Program Content, Rural Schools, Salesmanship, Sales Occupations, Secondary Education, *Simulation, Unit Plan, *Work Experience Programs

Volume 2 of a three-volume final report presents curriculum materials developed as part of a research project which pilot tested a distributive education program for rural schools utilizing a retail store simulation plan. The materials for the two-year curriculum consist of "Competency Area Packets" (addressed to the student) for the following areas: advertising, communications, display, human relations, mathematics, merchandising, operations and management, product and service technology, and selling. The curriculum is designed to prepare first year students for selected entry-level distributive jobs and second year students for selected career-level distributive jobs. The materials are specified for classroom or simulation use, for year one or two, and are based on competencies common to a salesperson or an assistant buyer for a department store. A brief teacher-coordinator guide introduces each of the areas, outlines topics to include, and lists instructional materials. The packet materials for each area present competencies, individual learning activities, and group activities in a three-column format. Appended are: a three-page list of instructional materials, zone analyses of jobs in seven categories of business, and a suggested teaching sequence for the curriculum. (Author/MS)

ED 118 999 95 CE 006 583

Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities: Volume III: Training Plans: Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0224VZ

Pub Date 28 Feb 76

Grant—OEG-0-74-1738

Note—101p.; For related documents, see CE 006 581-582

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Check Lists, Cooperative Education, *Distributive Education, Food Service Occupations, *Job Skills, Job Training, Marketing, Merchandising, Performance Based Education, Performance Contracts, Pilot Projects, Rural Schools, Salesmanship, Sales Occupations, Secondary Education, Simulation, Student Evaluation, *Task Performance, *Work Experience Programs

Volume 3 of a three volume final report presents prototype job training plans developed as part of a research project which pilot tested a distributive education program for rural schools utilizing a retail store simulation plan. The plans are for 15 entry-level and 15 career-level jobs in seven categories of distributive business (department store, food store, variety store, petroleum, restaurant, hotel/motel, and wholesaling). They were constructed for students in a distributive education simulation plan but are also appropriate for students in a cooperative plan. An

introduction describes the origin of the tasks contained in the plan and suggests steps for their use. The plan for each job lists specific tasks and related tasks associated with that particular job. Eight columns are provided for recording where the student had experience with each task: class, simulated store, school store, observation, Distributive Education Clubs of America, or on-the-job training (paid or non-paid). Two columns are provided for the student and teacher to rate level of competency development. The first page of each training plan serves as a student contract and indicates the conditions under which he agrees to participate in the training experience. (Author/MS)

ED 119 000 CE 006 584

Meehan, Merrill L. Franchak, Stephen J. Evaluation of Three School-Based Job Placement Projects in Pennsylvania. Final Report.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Nov 75

Note—176p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Administrator Attitudes, *Area Vocational Schools, Employer Attitudes, Employment Services, Evaluation Methods, *Job Placement, Job Skills, Job Training, Parent Attitudes, Program Attitudes, Program Effectiveness, *Program Evaluation, *Pupil Personnel Services, Questionnaires, *School Surveys, Secondary Education, State School District Relationship, Student Attitudes, Teacher Attitudes, Vocational Education

Identifiers—*Pennsylvania, Pennsylvania Bureau of Employment Security

The study attempted a comprehensive evaluation of the process and product of a school-based job placement model operating in three Pennsylvania area vocational schools (AVTS). Random samples of AVTS and sending school seniors were post-tested on employability skills. Students, parents, school personnel, employers, Bureau of Employment Security (BES) personnel, and community contacts were surveyed. Study objectives were to assess job placement specialists' performance in: (1) preparing students with job searching skills and knowledge; (2) job matching (finding jobs satisfying students' interests and training); and (3) establishing and maintaining cooperative working relations with BES. The study concluded that a formalized placement service can increase the probability of a student obtaining employment over those schools who do not have such a service. Further, students utilize such a service if it is available, and, along with their parents, employers, and others, believe that the school should provide such services. Finally, better cooperation between the school and BES can lead to effective job placement. Findings are supported with statistical data throughout. Selected recommendations addressing the pilot job placement projects deal with the continuation and improvement, where appropriate, of the projects' successful practices. Project-related materials and survey instruments are appended. (BP)

ED 119 001 CE 006 585

Modular Training Programs in Vocational Evaluation and Adjustment Services.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Research and Training Center.

Pub Date May 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adjustment Counselors, *Counselors, Counselor Training, Educational Programs, Occupational Guidance, *Program Descriptions, Rehabilitation Counseling, Training Techniques, *Vocational Adjustment, Vocational Counseling, *Vocational Rehabilitation, *Workshops

Identifiers—*Vocational Evaluation

The document describes 20 workshops designed and offered by the Research and Training Center at the University of Wisconsin-Stout. These off-campus, short-term modular training programs for vocational evaluators, adjustment specialists, and floor supervisory personnel are intended to be completed on a step-by-step basis. The three modular training tracks focus on: (1) introductory programs (three workshops), (2) vocational evaluation (nine workshops), and (3) adjustment services (eight workshops). The

workshops are approximately two and one-half days in length. The body of the document (25 pages) provides complete descriptions of each workshop indicating prerequisite training competencies and schedule of activities. The workshops cover the following topics: the role of the floor supervisor in rehabilitation programs, introduction to vocational evaluation, introduction to adjustment services, the use of the dictionary of occupational titles and job analysis, development and use of occupational information, behavior identification and analysis in rehabilitation facility services, commercial vocational evaluation systems, goal planning and monitoring in adjustment services, interpersonal skills in rehabilitation services, vocational evaluation planning, use of behavior principles in adjustment services, work sample document, and report writing in rehabilitation facility services. (BP)

ED 119 002 95 CE 006 585

Hansen, L. Sunny. And Others. Project TECE: Teacher Education for Career Education: Module I: Orienting Prospective Teachers to Career Education.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section; Office of Education (DHEW), Washington, D.C.

Bureau No.—5-EPDA-72

Pub Date 75

Grant—OEG-0-70-1983(725)

Note—111p.; Reprint of Sept. 1973

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Behavioral Objectives, *Career Education, Educational Objectives, *Educational Theories, *Instructional Materials, Learning Activities, Models, *Resource Guides, State of the Art Reviews, *Teacher Education

Identifiers—*Project TECE

Module One, Orienting Prospective Teachers to Career Education, is one of three teacher education modules developed by Project TECE of Minnesota University. The module is intended to serve as a resource handbook for the teacher educator, and provides background on the need for career education, a brief historical overview of the movement, and a current state of the arts review. A description of 10 dimensions which comprise career education objectives is given and a rationale for the selection and placement of vocational development tasks are presented by educational level: K-3, 4-6, 7-9, 10-12. The rationale is supplemented by an outlined presentation of career development program which specifies the behaviors which characterize each vocational development task. A bibliography of references (10 pages) is presented. Appendices contain supplementary material on career education program development which might serve as handouts for the preservice student, a listing of selected career education models and their investigators or authors, and a partial listing of resource persons in Minnesota. (LH)

ED 119 003 CE 006 589

Ready? Set...Go!

New Albany - Floyd County Consolidated School Corp., Ind.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note—29p.; For related document, see ED 112 160

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Employer Employee Relationship, Employment Interviews, Employment Opportunities, *Employment Qualifications, *Entry Workers, High School Students, *Instructional Materials, Job Applicants, *Job Application, Personnel Data, Records (Forms), Secondary Education, Worksheets

Identifiers—Job Search

The booklet offers step-by-step instructions for the high school student on how to prepare for entry into the world of work. Basic job entry requirements, personal data needed, do's and don'ts, and typical forms encountered are presented in workbook form. It deals with the following 12 areas: general employment information, school records, preparing a resume or personal data file, employment application forms, writing a letter of application, resume or data requirements, interviews (hints and typical questions), how and where to find a job, getting

along with the boss, money management, how to leave a job, and basic principles for workers. (BP)

ED 119 004 CE 006 591

Nickles, Tom

Supervised Occupational Experience Record Book for Agricultural Resource Conservation, Environmental Management and Forestry.

Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 75

Note—49p.; For related document, see CE 006 592

Available from—Harlan E. Ridenour, Director, Ohio Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, Columbus, Ohio 43210 (\$2.00)

Document Not Available from EDRS

Descriptors—Agricultural Education, Instructional Materials, Job Training, *Natural Resources, Off Farm Agricultural Occupations, Recordkeeping, *Records (Forms), Secondary Education, *Vocational Agriculture, *Workbooks, *Work Experience Programs

Identifiers—Ohio

The record book was designed to meet the occupational experience recordkeeping requirements of vocational agriculture students enrolled in forestry, environmental management, or agriculture resource conservation programs in Ohio. It provides guidelines and forms for recording on-the-job, in-the-school lab, and occupational experience project data. Units cover career orientation, occupational experience program planning, monthly work records and summary, financial records, personal net worth statement, and occupational experience program summary. (LH)

ED 119 005 CE 006 592

Nickles, Tom

Supervised Occupational Experience Record Book for Agricultural Resources Conservation, Environmental Management and Forestry: Teacher's Guide.

Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 75

Note—43p.; For related document, see CE 006 591

Available from—Harlan E. Ridenour, Ohio Agricultural Education Curriculum Materials Service, Room 254, 2120 Fyffe Road, Columbus, Ohio 43210 (\$4.25)

Document Not Available from EDRS

Descriptors—Agricultural Education, Job Training, *Natural Resources, *Recordkeeping, Secondary Education, *Teaching Guides, Teaching Methods, *Vocational Agriculture, *Work Experience Programs

Identifiers—Ohio

The guide is designed to aid the instructor in implementing the student guide entitled "Supervised Occupational Experience Record Book for Agricultural Resource Conservation, Environmental Management and Forestry". Intended for use in the secondary level vocational agriculture curriculum, general concepts, student record-keeping skills, and examples are presented for the six workbook units. Recordkeeping activities cover the three vocational agriculture programs of agricultural resource conservation, environmental management, and forestry. It will fulfill the recordkeeping objectives of three separate programs of supervised occupational experience: job placement, production or improvement projects, and school laboratory experiences. (LH)

ED 119 006 CE 006 593

Ohliger, John Gueulette, David

Media and Adult Learning: A Bibliography with Abstracts, Annotations, and Quotations.

Pub Date 75

Note—486p.

Available from—Garland Publishing, Inc., 545 Madison Avenue, New York, New York 10022 (\$38.00)

Document Not Available from EDRS

Descriptors—*Adult Education, *Annotated Bibliographies, *Audiovisual Aids, *Educational Programs, Educational Television, *Instructional Media, Mass Media, Media Research

An annotated bibliography of recently published materials regarding media and adult education contains 1,661 items arranged under the following broad categories: (1) Issues in Media, (2) Media Types, (3) Program or Subject Area, and (4) General Combining Concepts. Items are further arranged into 59 clusters, which are labeled alphabetically, A-GGG. These cover specific topics, such as print materials, computers, aging, group discussion, etc. Each cluster heading lists item numbers of annotations dealing with the general theme, and specifies the number of "See Also" references. In the text, the first item under the cluster heading refers to related material in other sections. Each item heading lists cluster letters related to that particular item. The annotations specific to the item heading follow. A single term index and abbreviation key are provided. (LH)

ED 119 007 CE 006 594

Part-Time Career Opportunities. Report No. 94-211 (to accompany S.792), United States Senate, Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Post Office and Civil Service.

Pub Date 19 Jun 75

Note—23p.; Not available in hard copy due to marginal reproducibility of original document Available from—Committee on Post Office and Civil Service, U.S. Senate, First and Constitution Ave. N.E., Washington, D.C.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Employment Opportunities, *Federal Legislation, *Government Employees, Government Role, *Manpower Utilization, *Part Time Jobs

Identifiers—Senate Bill 792

The document consists of a report submitted to the Senate by the Committee on Post Office and Civil Service regarding S.792, a bill to provide increased part-time employment opportunities by executive agencies of the United States government. The purpose of S.792 is to declare as policy that a certain regulated proportion of all positions in the General Schedule (except positions in grades GS-16, GS-17, and GS-18) shall be made available on a part-time basis, and to establish a mechanism, under the Civil Service Commission, for its implementation. The bill is examined in terms of background, provisions, timetable for implementation, reports required, rights of full-time employees, cost, and amendments. Agency views include those of the General Accounting Office, the Office of Management and Budget, and the Civil Service Commission. Changes in existing law made by the bill are presented. (LH)

ED 119 008 CE 006 599

Young, Anne McDougall

Work Experience of the Population in 1974. Special Labor Force Report 181.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Oct 75

Note—47p.; Not available in hard copy due to small typeset used in tables

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Employment Level, *Employment Patterns, *Employment Statistics, Employment Trends, *Labor Force, Labor Supply, National Surveys, Negro Employment, Racial Composition, Statistical Data, *Tables (Data), *Unemployed, Unemployment, Working Women

The number of unemployed persons at some time during calendar year 1974 totaled 18.3 million which is nearly four million above the 1973 level. The number of persons who worked reached 101.7 million. The proportion of the population who work varies widely by age, and the pattern for men differs from that for women. Over this period, the rate for black women with work experience decreased while that for white women increased. Among men, a higher proportion of whites than of blacks worked during 1974. The total number of unemployed during 1974 was about three and one-half times the annual average. The increase in unemployment in 1974 was sharper for men than for women, but the proportion of the work force with unemployment during the year continued to be higher for women. Although the proportion of the work force with unemployment rose over the year in every age group, the rise was greater for persons under 25 and lowest among persons over 45. Descriptions of basic labor force concepts, sam-

ple design, estimating methods, and reliability of the estimates are given in a section called Explanatory Notes. Twenty-five supplementary tables are presented. (Author/EC)

ED 119 009 CE 006 600

Schwartz, Alfred I. And Others

Employing Civilians for Police Work.

Urban Inst., Washington, D.C.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jul 75

Note—65p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00341-9; \$1.65)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Guidelines, *Law Enforcement, Occupational Information, *Paraprofessional Personnel, Personnel Evaluation, Police Action, Police Community Relationship, Police Costs, Program Attitudes, Program Costs, *Program Descriptions, Program Development, *Program Effectiveness, *Program Evaluation, Program Planning, Questionnaires

Identifiers—Community Service Officer

The study describes the experiences of 13 police departments where civilians were used in jobs normally performed by police officers. The findings are based on interviews with 158 people including police managers, officers in charge of civilian employees, and the civilians themselves. Two types of activities were surveyed: (1) the employment of civilians on jobs in communication, identification, and detention facilities, and (2) the use of civilians as Community Service Officers (CSOs), 18 to 20-year olds who assist police officers on the street. Police managers and officers were favorably impressed with the use of civilians because they relieved officers from more critical duties, cut costs, and improved service to the public. Most problems were related to police management practices or personality conflicts. Civilians' assessments of benefits and problems closely parallel those of the officers. Program success depended on the quality of planning, implementation, and management. The report contains four sections: an introduction, major findings, summary of successful and unsuccessful efforts, and guidelines and decision factors in using civilians. Appended material (30 pages) includes examples of job announcements and descriptions, information supporting the major findings, and questions asked of police department personnel. (Author/MS)

ED 119 010 CE 006 601

McCreary, Phyllis Groom McCreary, John M.

Job Training and Placement for Offenders and Ex-Offenders.

American Correctional Association, College Park, Md.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Apr 75

Note—108p.; Page 90 of the appendix is of marginal legibility

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00305-2; \$1.90)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Community Programs, Correctional Rehabilitation, *Criminals, Employment Interviews, Employment Problems, *Employment Programs, Job Development, *Job Placement, *Job Training, Manpower Development, Program Administration, Program Evaluation, *Program Planning, Vocational Rehabilitation

Identifiers—*Exoffenders

The document was written for those who are planning new manpower services for offenders and ex-offenders or who are administering or employed in various institutional or community-based programs that prepare them to find jobs and acquire skills to raise their income. Part 1 establishes a framework for the guidelines presented in the rest of the volume and describes the role of manpower services, economic problems and job needs of offenders, and the development of institutional and community activities to help the offender establish himself in a lawful occupation. Part 2 offers information on how to (1) help an individual prepare himself for

a job, (2) develop jobs, (3) see that former offenders are properly placed, and (4) create a stable relationship between the employer and the employee. Part 3 details program planning, administration, and evaluation. A final part briefly summarizes the elements of a model manpower services program. Appended are: samples of orientation material, an employment interview guide, job application forms, sample program planning charts, sample determination of staff requirements, and a criteria and rating scale for hiring ex-offenders. Also included is a 69-item selected bibliography. (Author/MS)

ED 119 011 95 CE 006 602
Instructional Patterns for Consumer and Homemaking Education.

California State Dept. of Education, Sacramento, Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—394p

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage

Descriptors—Adult Education, *Consumer Economics, *Consumer Education, *Consumer Protection, Curriculum Design, Curriculum Guides, Educational Objectives, *Home Economics Education, Homemaking Education, Instructional Materials, Junior Colleges, Learning Activities, Post Secondary Education, Resource Guides, School Community Relationship, Secondary Education, *Teaching Guides

The guide presents consumer concepts and generalizations related to five instructional areas of the home economics program: clothing and textiles, foods and nutrition, housing and home furnishing, human development and family relations, and management of finances, resources, and services. Each of the five instructional areas includes: (1) performance objectives (for middle school/junior high school, high school, and community college/adult levels) corresponding to concepts for 14 areas of consumer education, (2) instructional strategies (learning sequences for the various levels which include objectives, activities, student evaluation procedures, instructional materials, and resource lists), (3) suggested learning experiences for individual or group projects listed according to educational levels, and (4) a supplementary resources list. The guide also contains materials on course design for use in developing consumer education programs and suggestions for learning experiences to promote outreach to school and community. A 14-page section lists professional resources, instructional resources, and selected sources of consumer information and assistance. Thirty-two pages of drawings to be used with overhead projectors to illustrate specific learning strategies conclude the guide. (Author/MS)

ED 119 012 CE 006 603
Carney, Betty Fourman, Thomas
Pre Post-Secondary Curriculum Guide: [Business Administration].

Spons Agency—Ohio State Dept. of Vocational Education, Columbus.

Pub Date [73]

Note—118p; Not available in hard copy due to marginal reproducibility

Available from—State Department of Education, Vocational Education, 904 65 S. Front Street, Columbus, Ohio 43215

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Business Administration, Business Education, *Business Subjects, *Career Exploration, College Preparation, *Curriculum Guides, *High School Students, Secondary Education, Unit Plan, Units of Study (Subject Fields), Vocational Development

The present college preparatory programs are too general to prepare students for the large number of available specialized postsecondary education programs. The pre-postsecondary business education curriculum for grades 11 and 12 provides experience-centered instruction through career exploration in business administration. A statement of the problems and philosophy, a list of the occupational areas, eight program objectives, the course content, and a list of resources materials are presented in the first part of the document. The body of the guide provides unit plans for the following business administration subject areas: an introduction to business, business mathematics, business English, economics, business law, introduction to data processing, ac-

counting, human relations, management, finance, marketing, and statistics. Developmental objectives, program objectives, behavioral objectives, learning activities, and program implementation are presented for each unit. The course is approximately 36 weeks in length and uses the block teaching approach. Visual aids, practice sets, games, role playing, and simulation are used extensively throughout. The document concludes with an outline of six recommended evaluation methods. A four-page bibliography is appended. (Author/BP)

ED 119 013 CE 006 605
Sinnott, William E.
The Application of DACUM in Retraining and Post-Secondary Curriculum Development: Revised Second Edition.

Pub Date Jan 76

Note—233p; Appended materials may have marginal reproducibility; For first edition, see ED 106 479

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—*Behavioral Objectives, *Charts, Coordination, Course Objectives, *Curriculum Design, *Curriculum Development, Data Bases, Electronic Data Processing, Foreign Countries, Group Discussion, Job Analysis, Job Training, Open Education, Post Secondary Education, *Skill Analysis, Task Analysis, Training Objectives, *Vocational Education
Identifiers—Canada, *DACUM

The paper is divided into five parts, introduced by the research rationale and a definition of the DACUM (Designing a Curriculum) approach to curriculum, learning, and evaluation in occupational training. As a process, DACUM is a group-accomplished occupational subject area skills analysis; as a product, it is a graphic representation of those skills, called a DACUM chart, which can be used as a curriculum plan. Part 1 of the paper reviews the current literature on task analysis techniques used for systematic curriculum development. Part 2 describes the ways DACUM is being used, and Part 3 is the DACUM procedures manual, for coordinators leading groups in developing DACUM charts (skills profiles). Part 4 is a 142-page collection of terminal performance objectives drawn from completed DACUM charts, classified into 24 general areas according to the Canadian Classifications and Dictionary of Occupations. Part 5 presents conclusions and implications: DACUM provides a means of building a large data base of instructional objectives, a necessary element for a highly flexible, computer-managed instructional system close to the open college concept. An epilog contains comments and additional ideas. Appended are several pages of charts and diagrams related to the DACUM skills analysis process. (Author/AJ)

ED 119 014 95 CE 006 612
Struck, John W. Curtis, Carroll A.

Research and Development Project in Career Education. [Pennsylvania]. Final Report.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V261055L

Pub Date Nov 73

Grant—OEG-0-72-0808

Note—205p; For second year evaluations, see CE 006 614

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Area Vocational Schools, Career Awareness, *Career Education, Career Exploration, Computer Programs, Curriculum Development, *Elementary Secondary Education, Evaluation Methods, Job Placement, Occupational Information, Post Secondary Education, *Program Descriptions, *Program Evaluation, Questionnaires, *State Programs, Teacher Workshops, Testing, Vocational Development
Identifiers—*Pennsylvania, Project TIMES, Temporally Individualized Modular Educ Scheduling

The report covers career education activities at four Pennsylvania project sites (Ebensburg, Crawford County, Philadelphia, and McKeesport): an elementary, a junior high, a K-12, and a 10-14 component. Project TIMES (Temporally In-

dividualized Modular Education Scheduling) was incorporated in the 10-14 component at an area vocational-technical school. The computerized program included the identification of 20 career areas and the development of required skills; evaluation consisted of student/staff interviews, observation scales to assess the instructional environment, and teacher/student morale scales. The elementary component focused on the development and implementation of a model computer resource, career-oriented curriculum. Evaluation included student assessment in an experimental and two control groups in addition to staff questionnaires. The junior high component, which focused on career awareness/exploratory experiences, sponsored a one-month staff development workshop and the development of a resource center. Evaluation included workshop assessment and program evaluation by faculty and a randomly selected group of students. The K-12 component centered on self- and career awareness, career exploration, and career preparation/placement. Evaluation instruments were a self-appraisal inventory, attitude scales, and occupational information tests. Approximately one-fourth of the document consists of appendices containing copies of various evaluative instruments. (EA)

ED 119 015 CE 006 614
Ciavarella, Michael A. And Others
Career Education in Pennsylvania: The Second Year Evaluations of Four Major Projects.

Shippensburg State Coll., Pa. Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Aug 74

Note—209p; For final report, see CE 006 612

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Behavioral Objectives, Career Awareness, *Career Education, Career Exploration, Career Planning, Computer Programs, Curriculum Development, *Educational Programs, *Elementary Secondary Education, Individualized Instruction, Occupational Information, Post Secondary Education, Program Attitudes, Program Content, Program Descriptions, *Program Evaluation, Relevance (Education), Skill Development, *State Programs
Identifiers—*Pennsylvania

The evaluation report for the 1973-74 project year examines Pennsylvania's four major career education projects. The grade 10-14 component at Edenburg focuses on identifying 20 career areas, identifying behaviorally described skills required for the various occupations, developing the required skills through the use of tasks, modules, and units, and using computer hardware and software to manage the system. The elementary component in Crawford County focuses on integrating career and self-awareness with basic K-6 academic materials, exposing students to a range of career clusters, individualizing students' learning programs, and using existing computer facilities for storing and retrieving career oriented curricula. The junior high component in Philadelphia focuses on fusing career education concepts, experiences, and resources into existing curricula, providing career exploratory experiences, providing an effective guidance and counseling program, and developing a Career Education Resource Center. The K-12 component in McKeesport focuses on a series of career oriented assumptions: reality-bound assumptions, self-oriented assumptions, and personalized assumptions. In general, each evaluation describes the program and the means of evaluating program objectives, summarizes the evaluation effort, and provides conclusions and recommendations. Appendixes (50 pages) provide additional materials relevant to the respective evaluations. (JR)

ED 119 016 CE 006 615
Massell, Adele P. Hosek, James R.

Estimating the Effects of Teaching on the Costs of Inpatient Care: The Case of Radiology Treatments.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation; Health Resources Administration (DHEW/PHS), Bethesda, Md.

Report No—R-1751-HEW

Pub Date Aug 75

Note—39p.

Available from—Rand Corporation, Santa Monica, California (\$3.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cost Effectiveness, Costs, Data Analysis, Health Services, Hospitals, Medical Assistants, Medical Education, Medical Evaluation, Medical Schools, *Medical Services, *Medical Students, Medical Technologists, Medical Treatment, Models, Physicians, Primary Health Care, *Productivity, *Radiology, Student Employment

Identifiers—*Teaching Hospitals, Veterans Administration

The report investigates production and the cost effects of teaching within hospital departments. Models of primary production show that the cost effects of teaching are determined by the salaries paid to students (including residents, interns, medical students, and technical trainees) and physicians, by the levels of student inputs used in production, and by the productivity of student and nonstudent inputs. The models of departmental production developed permit costs to be related to the level of student inputs rather than to the more abstract variable, teaching output. Empirical analyses of radiology costs in 90 general medical and surgical hospitals in the Veterans Administration system were conducted. The empirical results suggest that, with the exception of one variable whose interpretation is suspect, teaching reduces costs for most individual radiology procedures. Although the VA system differs from non-VA hospitals in many respects, the apparent cost reductions for many radiology outputs suggest that students can be substituted for nonstudent inputs in radiology. If costs of primary products can be reduced through teaching, as the radiology results suggest, it would be possible for teaching hospitals to provide a given medical program for patients at lower costs than in nonteaching hospitals. (Author/JR)

ED 119 017 CE 006 618
Youth Development Program Models: A Technical Assistance Pamphlet.

Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 71

Note—106p.; For related documents, see CE 006 438 and CE 006 619-621

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Action Programs (Community), Business Skills, Community Resources, Community Support, Demonstration Programs, Demonstration Projects, *Disadvantaged Youth, *Educational Alternatives, Federal Programs, Human Development, *Job Training, Leadership Training, Management Development, Models, *Program Descriptions, Youth Employment, Youth Opportunities, *Youth Programs

Identifiers—*Youth Development Programs

The publication contains descriptions of 20 Office of Economic Opportunity Youth Development Programs (YDPs). The program models represent a cross-section of program emphases. Many involve multiple program or project areas which is characteristic of the YDP. As illustrated by the models, one of the basic aspects of the YDPs is that of coordinating and mobilizing resources and community support for the programs. Each program description lists the following: name of the program, name and telephone number of a contact person, the Community Action Agency (CAA) associated with the program, and the program emphasis. Information in paragraph form is provided under five main sections for each program: problems addressed by the program, program goals, background, program organization (description of youth councils and structure of the program) and financial and human resources. Additional information (financial statements, organizational charts, and program forms) is included for some of the programs. (Author/MS)

ED 119 018 CE 006 619
The Youth Development Program Director: A Technical Assistance Pamphlet.

Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 71

Note—44p.; For related documents, see CE 006 438, CE 006 618-621

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrator Responsibility, *Administrator Role, Community Resources, Demonstration Programs, *Disadvantaged

Youth, Federal Programs, Guidelines, Human Development, Human Resources, Models, Program Administration, *Program Development, *Program Planning, *Youth Programs

Identifiers—*Youth Development Programs

The publication outlines the role of the Youth Development Program (YDP) director, a position which requires a positive relationship with the Community Action Agency (CAA) executive (through which the YDP is funded) and with the Youth Council in order to develop an effective program. The first of four sections of the guide describes the nature of the job by looking at the characteristics and operational styles of five successful directors, defining specific responsibilities, and examining the role of a director in a model project. The second section, program planning, contains a description of the two-phase planning process (preoperation and beginning operations as well as planning YDP operations that are in motion), the YDP guidelines, and a planning model. Mobilization of resources, the third section, discusses limiting factors, a four-step strategy negotiation, and some examples of success in this area in model programs. The final section discusses in what order Youth Councils and operational programs should be developed by presenting options and describing a specific model program. (Author/MS)

ED 119 019 CE 006 620
Youth Development Program Staff: A Technical Assistance Pamphlet.

Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 71

Note—18p.; For related documents, see CE 006 438, CE 006 618-621

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Role, *Disadvantaged Youth, Federal Programs, Human Development, Program Administration, Program Coordination, *Program Development, Program Planning, Resource Staff Role, *Staff Role, Technical Assistance, *Youth Programs

Identifiers—*Youth Development Programs

The publication suggests some guiding principles through which the Youth Development Program (YDP) director and his staff can fulfill their roles without dominating the program and threatening youth participation. An overall approach for working with youth, the human development approach, emphasizing the development and support of responsibility on the part of other persons is briefly discussed. The major portion of the document describes the roles and responsibilities of the YDP director and staff in working with youth and with the Community Action Agency (CAA) through which the YDP is funded. Joint program planning and implementation (with youth), technical assistance, resource development, and administrative roles are outlined. (Author/MS)

ED 119 020 CE 006 621
Youth Involvement: A Technical Assistance Pamphlet.

Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 71

Note—25p.; For related documents, see CE 006 438 and CE 006 618-620

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Action Programs (Community), *Community Involvement, *Disadvantaged Youth, Federal Programs, Guidelines, Human Development, Organization, *Organizational Development, Planning, Program Development, *Youth Leaders, Youth Opportunities, *Youth Programs

Identifiers—Community Action Agencies, Youth Councils, *Youth Development Programs

The publication outlines procedures to insure youth involvement in planning, operating, monitoring, and evaluating Youth Development Programs (YDPs) which provide educational, employment, leadership, and other experiences for disadvantaged youth. The programs are funded by the Office of Economic Opportunity through local Community Action Agencies (CAAs). An introduction describes the purposes of the YDP. Information is presented in two sections which deal with (1) the development and responsibilities of Youth Councils and (2) the relationship of Youth Councils to the CAA board and staff. The first section discusses the following in relation to Youth Councils: a basic definition, their function,

youth involvement and council development, essential elements, organization, the target area and Community Youth Councils, and responsibilities. In the second section, reciprocal benefits of the relationship between Youth Councils and the CAA Board, maximizing the productivity of the relationship, and Youth Council representation on the CAA board are described. (Author/MS)

ED 119 021 CE 006 623

Braaten, Larry Miller, Annette

State-Administered Exemplary Projects in Vocational Education Supported Under Section 142(d) of Part D of the Vocational Education Amendments of 1968: Fiscal Year 1975.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Dec 75

Note—74p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Career Awareness, Career Education, Career Exploration, Career Planning, Curriculum Development, *Demonstration Programs, *Demonstration Projects, *Directories, Educational Innovation, Elementary Secondary Education, Federal Aid, Higher Education, Job Placement, Junior Colleges, Occupational Guidance, Post Secondary Education, Program Development, State Federal Support, *State Programs, *Vocational Education

The publication provides a listing of exemplary and innovative occupational education programs and projects designed to serve as models for use in vocational contracts with local educational agencies, colleges and universities, and other public and private agencies for the development and operation of the programs. The listing, which is arranged alphabetically by State, shows the title of each project, the name of the grantee or contractor conducting the project, and the amount of Section 142(d) funding obligated for the project. The State allotment and total funds obligated for each State are also shown. United States Trust Territories and possessions are included at the end of the listing. (Author/MS)

ED 119 022 CE 006 641

Lederer, Muriel And Others

Consumer Guide New Job Opportunities for Women.

Pub Date 75

Note—275p.

Available from—Simon and Schuster, 630 Fifth Ave., New York, New York 10020 (\$8.95)

Document Not Available from EDRS

Descriptors—Blue Collar Occupations, Business, Career Ladders, *Career Opportunities, Careers, Engineering, *Females, Health Occupations, *Jobs, Job Training, Military Service, *Occupational Information, Scientific Personnel, Service Occupations, Vocational Counseling, White Collar Occupations, *Working Women

Combining actual interviews with job information, the author explores current job opportunities for women without college degrees who are entering the job market for the first time, returning to work, or changing positions. The book supplies the reader with guidelines on locating job openings, obtaining inexpensive job training, and advancing up the career ladder. New unconventional jobs just opening up to women are explored as well as new fields that are emerging at the boundaries of already existing occupations. The author focuses attention on 49 careers in five major career areas: health care, business, armed forces, engineering and science, and public and personal service. Job descriptions include a narration of a real-life working woman's experiences on the job as well as training programs, working conditions, beginning salary ranges, and listings of sources of career information. A concluding section discusses training programs (junior/community colleges, private trade/technical/business schools, home study courses, apprenticeships, cooperative work-study programs, and industry training programs) and offers suggestions on seeking vocational counseling. (EA)

ED 119 023 CE 006 679

Microfilm Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 8, Number 6.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note—3,473p.

EDRS Price MF-\$6.17 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 8, Number 6 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 9, Number 3. The microfiche set is arranged in the following sequence: (1) a VT number list of those documents in the microfiche set for Volume 8, Number 6, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

ED 119 024 CE 006 680

Schulz, Russel E. And Others

UH-1 Helicopter Mechanic (MOS 67N20) Job Description Survey: Background, Training, and General Maintenance Activities.

Human Resources Research Organization, Dothan, Ala. Div. 6.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-73-33

Pub Date Dec 73

Note—204p.; For the second part of this report, see CE 005 609

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Aviation Mechanics, *Equipment Maintenance, *Job Analysis, Manpower Utilization, Mechanical Skills, Military Personnel, Research Methodology, Tables (Data), *Task Analysis, *Task Performance

Identifiers—*Helicopter Mechanics

The report, the first of two documents examining the relationship among job requirements, training, and manpower considerations for Army aviation maintenance Personnel, discusses the development of task data gathering techniques and procedures for incorporating this data into training programs for the UH-1 helicopter mechanic specialty (MOS 67N20). Seven questionnaire job description inventories regarding helicopter mechanic personnel job activities were developed and administered worldwide to over 5,000 UH-1 mechanics, crew chiefs, maintenance supervisors, and maintenance officers during FY 1968-69. A broad profile of UH-1 maintenance personnel, including background and training, and a description of the UH-1 mechanic's general job activities are presented. Seven conclusions are stated and tables supplement the discussion. Appended material makes up the bulk of the document and includes field survey responses, evaluation of school instruction in UH-1 maintenance, responses of nonperforming helicopter maintenance personnel, development of UPGRADE job description inventories, selection of UH-1 maintenance personnel surveyed during the UPGRADE field survey, units surveyed by on-site survey procedure. (LH)

ED 119 025 95 CE 006 682

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 1.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—262p.

Available from—AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, Calendar-year subscription, \$34.00; Six issues plus index)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—*Abstracts, *Educational Research, Indexes (Locators), *Instructional Materials, *Literature Guides, Technical Education, *Vocational Education

The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. In the abstract section instructional materials (77 items) are followed by research materials (123 items) with the subject and author indexes providing access to both categories. The subject index descriptors are those listed in the "Thesaurus of ERIC Descriptors." The Curriculum Development Projects in Progress section contains a title by State index, summaries of three curriculum projects in progress, and a directory of curriculum coordination centers. A title by State index provides access to 84 research projects in progress funded by the Vocational Education Amendments of 1968 (Public Law 90-676), Parts C, D, and I. A State directory of research coordinating units is provided. VT numbers included are VT 102 401 to 102 600. It is noted that many of the documents announced in AIM/ARM will be available in microfiche and/or hard copy through the ERIC Document Reproduction Service. A cross reference list will be supplied in a future issue of AIM/ARM. (SA)

ED 119 026 CE 006 753

Career Awareness Grades K-6. Guide for Implementation.

Royal Oak City School District, Mich.

Pub Date 74

Note—187p.; For related documents, see CE 006 396-398

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Community Involvement, Curriculum Design, Elementary Education, Inservice Teacher Education, Integrated Activities, *Integrated Curriculum, Models, Parent Participation, Program Content, *Program Descriptions, *Program Development, *Program Guides, Unit Plan

Identifiers—Learning Experience in Technology Project, *Project LET

The implementation guide is for the Learning Experiences in Technology Project (Project LET), in which teachers utilize the tools, materials, and processes of technology in relating traditional studies in a more concrete manner to the development of career awareness in grades K-6. Learning by doing is the theme of the project which seeks to improve student attitudes toward school and its activities, increase their knowledge about total life careers, and improve their basic academic skills. The contents of the guide are arranged in eight sections. These include: (1) a detailed overview of the project (components, theories for career development and for career education delivery systems, project description, objectives, and definitions), (2) the conceptual structure, (3) project methodology (the Integrated Teaching Unit), (4) sample Integrated Teaching Units (each containing a general overview, teaching/learning resources, concepts, behavioral objectives, methods of implementation, resource people and materials, and student activities), (5) procedures for parent/community involvement, (6) a description of inservice education, (7) evaluation methods, and (8) selected teacher references. Appended are sample project forms and letters. (Author/MS)

ED 119 027 95 CE 006 770

O'Reilly, Patrick A.

The State Planning Process in Vocational Education: Project Baseline Supplemental Report.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—OEC-0-72-0414

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Comparative Analysis, Educational Finance, Educational Legislation, *Educational Planning, Educational Problems, Federal Aid, *Federal Legislation, Federal State Relationship, Information Needs, *State Surveys, *Statewide Planning, *Vocational Education

Identifiers—Project Baseline, Vocational Education Amendments 1968

The Vocational Education Act of 1963, as amended in 1968, required States to engage in detailed planning and reporting to qualify for Federal funds. The report describes the State planning process as it exists, planning initiatives which have been made and problems which have

been encountered by the States. Commonalities and differences in the States' planning processes are identified, and the various development methods are described. The origins of data going into the State plans are discussed, and the major steps in writing and reviewing the State plan draft are traced. The major problems encountered by State planning personnel, problem causes, and possible effects are identified, and State planners' suggestions for solving these problems are offered. Although the study is descriptive in nature, an effort is made to gauge the effects of planning. Innovations in the planning process and examples of exceptional planning efforts are identified, and trends in the planning of vocational education are examined to determine whether the State plans are true planning documents or merely compliance documents. Finally, 12 recommendations to Congress are offered which, if implemented, should improve the planning of vocational education. These are aimed at stimulating legislative action at the Federal level. (Author/AJ)

CG

ED 119 028 CG 000 544

An Overview of the Federal Offenders Rehabilitation Program.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date Aug 66

Note—11p.; For related documents, see ED 012 485 and CG 010 545; Paper presented at a Meeting of the Congress of Corrections (96th, Baltimore, Maryland, August 29-31, 1966); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Correctional Rehabilitation, *Counseling, Prisoners, Program Descriptions, *Rehabilitation, *Rehabilitation Counseling, *Vocational Rehabilitation

Identifiers—*Federal Offenders Rehabilitation Program

The Federal Offenders Rehabilitation Program is designed to test experimentally the centrality of employment in offender rehabilitation. Specifically, does appropriate employment, obtained through the services of vocational rehabilitation counseling, change an offender's pattern of behavior? Does this change occur in the direction of integration into legitimate society? Ten counselors are employed, each to have a caseload of 50. Over three years, approximately 1,500 offenders will be experimental subjects and another 2,500 will be control subjects. In operation only 10 months, the effects of the experiment are not yet available. Of those experimental subjects currently involved it can be said that their primary handicap seems, to the counselor, to be social. About 10 percent have a physical handicap. About 15 percent desire vocational training. Seventy-five percent are in training or employed. One-half of the employed obtained their own jobs. About 25 percent show evidence of disinterest in the program. Comparable figures are not yet available on control subjects. The experiment ends February 28, 1969. Final data analysis reports will be due August 31, 1969. [Although this reported project was implemented during the 1960's, it should be considered by those currently involved in prison reform efforts.] (Author/CJ)

ED 119 029 CG 000 545

Federal Offenders Rehabilitation Collaboration Research Program.

Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date [64]

Note—24p.; For related documents, see ED 012 485 and CG 000 544; Some lines may not be legible due to print quality original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Correctional Rehabilitation, Counseling, *Evaluation, Prisoners, Program Descriptions, Program Evaluation, *Rehabilitation Programs, *Remedial Programs, Research Proposals, *Vocational Rehabilitation

Identifiers—*Federal Offenders Rehabilitation Program, Washington (Seattle)

This paper gives the specifics of a federal offenders rehabilitation program implementation and evaluation which will test and demonstrate the effects of providing intensive vocational rehabilitation services to federal offenders. The

authors note that criminal offenders have difficulty in vocational adjustment, and this is exacerbated by their criminal status. Despite this, the criteria for rehabilitation services are limited to mentally or physically handicapped prisoners. The project is designed to provide and evaluate such services to larger segments of federal prison inmates; thus, the research program will attempt to contribute to the field of rehabilitation through the empirical evaluation of "current" as contrasted to "intensive" services offered to federal offenders, as well as ascertaining the effects of such variables as time of service. The paper details the various aspects of the project, such as choice of institutions, exact dimensions to be studied, controls, design, and methods of evaluation. [This report is dated 1964, but should be considered by those currently involved in prison reform efforts.] (Author/NG)

ED 119 030 CG 008 398

Maroldo, Georgette K.

The Way of the Dinosaur: Will School Psychologists Become Extinct?

Pub Date [72]

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Consultants, Elementary Secondary Education, *Prevention, *Professional Services, *Psychoeducational Processes, Pupil Personnel Services, *Role Perception, *School Psychologists, School Services

The school psychologist is being replaced by regular and special educators properly trained and concerned with assessment for instruction. To survive, he must become a Helping Psychologist—helping others in preparing children, emotionally as well as academically, for the future. Throughout, prevention rather than remediation is stressed. His tasks include: (1) teaching psychology in elementary and secondary schools, keyed to grade level; (2) modified inservice training, imparting understanding of human behavior and applications; (3) community informational services, disseminating knowledge of pertinent psychological processes throughout sociosphere of child, teacher, parent, and community; and (4) focal research and development, involving investigation of theory and technological applications to the educational process. (Author)

ED 119 031 CG 008 401

McCain, Garvin And Others

The Effects of Crowding on Mood States in a Prison Environment.

Pub Date Apr 73

Note—7p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Dallas, Texas, April 1973); For related document, see CG 008 413

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavior Patterns, Corrective Institutions, *Emotional Response, Environmental Influences, Field Studies, Physical Environment, *Prisoners, *Psychological Patterns, Psychological Studies, *Space, Speeches

Identifiers—*Crowding

This paper discusses two studies undertaken to investigate the effects of population concentrating on the behavior of human subjects. Particular attention was paid to the space and interpersonal contact dimensions, over time, within a prison setting. Mood state self-reports and the rate of psychosomatic illness complaints were used to determine if inmate volunteers were sensitive to variations in crowding. The findings of these field studies parallel those reported in laboratory studies of crowding: no strong influence of variations in crowding was found. The mood and illness factors, although related to stress in other contexts, did not indicate reliable relationships with variations in crowding. (SJL)

ED 119 032 CG 008 404

Mills, Robert B.

Planning a Community-Based Corrections Program.

Pub Date 27 Aug 73

Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec, August, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Community Cooperation, Community Planning, *Correctional Rehabilitation, Corrective Institutions, Humanization, *Prisoners, Program Planning, *Rehabilitation Programs, *Social Change, Speeches

This speech defines the planning process involved in the development of a community-based corrections project. The correctional planners attempt to strike a realistic balance between the need for incarceration of offenders and the need for rehabilitation and treatment. The multiple influences available through community corrections are seen as offering more possibilities for innovation and more effective retraining of offenders. The recommendations of the program planners are (1) the incarceration of as few offenders as possible; (2) the development of small, decentralized specialized treatment centers; (3) the use of individualized sentencing procedures based on social-psychological study of each offender; and (4) the development and use of diversionary methods to steer first-time offenders away from the criminal justice system. The process of developing these recommendations into program guidelines is briefly traced, and the obstacles to program implementation are described. (SJL)

ED 119 033 CG 008 411

O'Day, Gerald Phelan, Joseph G.

Factors Affecting Co-Operative vs. Competitive Behavior in Dyads.

Pub Date [71]

Note—24p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavior Patterns, College Students, *Environmental Influences, *Interaction, *Motivation, *Psychological Patterns, Psychological Studies, Research Projects

Theoretical interpretations of cooperation and competition are discussed in relation to motivational and situational determinants. It is suggested that the degree of competition exhibited in an interaction is an inverse function of the quantity of resources available, and that the effect of situational characteristics on cooperative behavior is related to pressure from the social environment. The present experiment examines the dyadic interaction resulting when a competitive situation defined in terms of limited resources is altered by presentation of a cooperative contingency. The results of this study indicate that for each reward that can control the behavior of a subject in a social situation there exists a cooperative or competitive contingency for obtaining that reward. The results of this study are discussed in relation to the importance of analyzing situational forces. (SJL)

ED 119 034 CG 008 413

Paulus, Paul B. And Others

Perceived Crowdedness in a Prison Environment.

Pub Date [72]

Note—7p.; For related document, see CG 008 401

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adaptation Level Theory, Corrective Institutions, Emotional Response, Interaction, Physical Environment, *Prisoners, *Psychological Patterns, Psychological Studies, *Space Orientation, *Stress Variables

Identifiers—*Crowding

This paper presents data bearing on the question of the effects of crowding on indices of stress and on one's perception of being crowded. A palmar sweat measure of stress was employed to examine inmate stress in relation to social and spacial density factors. The data suggest that increasing the number of people in a housing unit (and hence the potential number of interactions) leads to increases in levels of stress as measured by palmar sweat. In contrast, decreasing the amount of space per man does not lead to such increases in levels of stress. Apparently the social component of crowding appears to be the more important variable in producing crowding stress. The authors also employed a figure placement task developed by Desor to assess the degree to which the inmates tolerate stress. The figure placement data suggest that individuals living under relatively high levels of social density develop greater tolerance for crowding than those living under lower levels of social density. This finding is in agreement with an adaptation level theory analysis of responsiveness to stress. (SJL)

ED 119 035 CG 008 417

Quinn, Philip F. Silverman, Manuel S.

Accountability in Practicum: Evaluation of Supervision or Monitor-Modeling Versus Immediate Feedback Supervision in Practicum.

Note—7p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, *Counselor Evaluation, *Counselor Performance, *Counselor Training, Graduate Students, Higher Education, *Practicums, *Practicum Supervision, Research Projects, Supervisory Methods

This study attempts, experimentally, to explore the supervisory relationship in the counseling practicum. The relative effects of two methods of practicum supervision are examined by comparing the rated counseling performance of 24 counselor trainees. Half of these trainees had their session tapes evaluated immediately following the counseling sessions—the traditional direct supervision. The other group had their supervisor present in the sessions as a co-counselor who modeled and monitored responses. The two groups were not found to differ significantly at the start or end of the course, but the rate of growth for the monitor-modeling group was significantly greater. Both practicum experiences, regardless of type of supervision, culminated in better counseling as perceived by the judges. (SJL)

ED 119 036 CG 008 419

Robbins, Edwin S. And Others

High School and Junior High School Drug Users and Non-Users: A Comparison of Personality Traits and Perceptions of Parental Attitudes and Practices.

Pub Date [73]

Note—18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Drug Abuse, High School Students, Individual Characteristics, Junior High School Students, Marihuana, *Parent Child Relationship, *Personality Assessment, Psychological Studies, Secondary Education, *Suburban Youth

This study was conducted to determine whether the characteristics correlated with drug use and nonuse among older adolescents would be true for younger people. A sample of 6,405 students, representing 89 percent of all pupils enrolled in grades 7-12 in a suburban school district, completed a classroom-administered questionnaire. The report deals with the student's assessments of their perceptions of the parent-child relationship. The data on these dimensions are discussed in relation to sex, age, and drug-use patterns. The results generally indicate that nonusers tend to view themselves and their relationships with their parents in more favorable terms than do the current drug users. Nonusers make up the greater portion of the student population (58 percent nonusers versus 21 percent current users). These findings parallel those found for college students. (SJL)

ED 119 037 CG 008 425

Schlenker, Barry R.

Self-Image Maintenance and Enhancement: Attitude Change Following Counterattitudinal Behavior.

Pub Date [73]

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec, August, 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavior Theories, *Changing Attitudes, *Psychological Patterns, Psychological Studies, Responsibility, *Self Concept, *Self Congruence, Speeches

Hypotheses derived from a theory of self-image maintenance and enhancement were employed to interpret the phenomena of attitude change following counter-attitudinal behaviors. Attitude change was viewed as a means of avoiding responsibility for the negative consequences of actions which threaten the self-image. The converse hypotheses were employed to predict conditions under which persons will attempt to gain responsibility for actions which produce positive consequences. The theory coherently organized the existing data and made predictions to new situations which have not received attention. Instances where dissonance theory has not been supported by existing data were pointed out. (Author)

ED 119 038 95 CG 008 429

Speedie, Stuart M. And Others

Teaching Problem-Solving Skills: Development of an Instructional Model Based on Human Abilities Related to Efficient Problem Solving. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-2-E-051

Pub Date Aug 73

Grant—OEG-5-72-0042(509)

Note—169p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Ability Identification, Elementary Education, *Problem Solving, *Process Education, *Productive Thinking, Research Projects, *Skill Development, Student Ability, Teaching Procedures

This study investigates one way humans cope with change—problem-solving. It concentrates on the human abilities important to efficient problem-solving and the processes involved in problem-solving. The objectives of this study were: (1) to develop three group administration tasks that measure problem-solving processes; (2) to evaluate the reliability of these tasks; (3) to determine the predictability of performance on these tasks from a set of human ability measures specified by the Structure of Intellect model; and (4) to determine the underlying structure of the ability measures and problem-solving criteria. Seven tests of ability, along with four of the problem-solving criterion tasks, were administered to a sample of 490 fifth-grade students. Test-retest reliabilities were found to be quite low, but regression analysis revealed that convergent production of semantic transformations and two memory abilities were related to performance on simulated problems; memory and evaluation abilities were related to Verbal Maze performance; and logical reasoning and noticing details were important to concept identification. The lack of important results indicates the need for replication of the study with several important changes in design. (Author)

ED 119 039 CG 008 486

Scott, Norman A. Smith, Barbra H.

Discrepancies Between Counselor Self Perceptions and Others Perceptions of Counselor Role.

Pub Date 28 Aug 73

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec, August 1973)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adjustment Problems, Attitudes, *Counselor Role, Faculty, Rating Scales, Research Projects, *Role Perception, *Student Needs, *Vocational Counseling

The Counseling Appropriateness Check List (CACL) was administered to 314 Ss under two instruction sets in order to measure perceptions of the role of the counselor, as well as counselor's perceived role. The results suggest that discrepancies exist between the perception of counselor's role and views of the counselor's perceived role, and that these differences are most pronounced within the faculty group. Group comparisons indicate that counselors view personal adjustment problems as more appropriate for counseling than other Ss and that this discrepancy is maintained even when other members of the campus community adopt the counselor's viewpoint. While counselors convey much ambivalence to the other members of the campus community about their willingness to deal with vocational choice and routine college problems, they seem to have communicated their attitudes about the appropriateness of personal adjustment counseling to their faculty colleagues. (Author)

ED 119 040 CG 010 345

Dulin, John T.

Memory in Aristotle and Some Neo-Aristotelians.

Pub Date [74]

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cognitive Processes, Learning Processes, *Memory, *Psychological Studies, Recall (Psychological), *Retention Studies, Speeches, State of the Art Reviews, *Theories

The purpose of this paper is to present a theoretical tradition which may broaden the scope and perhaps suggest alternate avenues of investigation of the function which we call "memory." As psychology developed during the past century, the area of memory has been strongly influenced on the theoretical level by the thinking of the British Associationists and on the experimental level by the work of Ebbinghaus. This influence has tended to overshadow other significant work and to narrow the approach to memory to those hypotheses and experiments which were consistent with or derived from the Associationist tradition. This paper will attempt to provide an overview of the Aristotelian tradition, with its basic theory and conceptual distinctions on the subject of memory. It is well known that Aristotle first proposed similarity and contiguity as memory clues. What is not so well known is that he also proposed a theory of memory which was integrated into his framework of psychological functions and ultimately into his theory of man. From this basis, selected representatives of the Aristotelian tradition will be presented. As might be anticipated, these representatives will be predominantly from the field of philosophy. (Author)

ED 119 041 CG 010 346

Ellis, Albert

The Biological Basis of Human Irrationality.

Pub Date 31 Aug 75

Note—42p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975) Reproduced from best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Behavioral Science Research, *Behavior Patterns, *Biological Influences, Individual Psychology, *Psychological Patterns, *Psychological Studies, Psychotherapy, Speeches

Identifiers—*Irrationality

If we define irrationality as thought, emotion, or behavior that leads to self-defeating consequences or that significantly interferes with the survival and happiness of the organism, we find that literally hundreds of major irrationalities exist in all societies and in virtually all humans in those societies. These irrationalities persist despite people's conscious determination to change; many of them oppose almost all the teachings of the individuals who follow them; they persist among highly intelligent, educated, and relatively undisturbed individuals; when people give them up, they usually replace them with other, sometimes just as extreme, irrationalities; people who strongly oppose them in principle nonetheless perpetuate them in practice; sharp insight into them or their origin hardly removes them; many of them appear to stem from autistic invention, they often seem to flow from deep-seated and almost ineradicable tendencies toward human fallibility, overgeneralization, wishful thinking, gullibility, prejudice, and short-range hedonism; and they appear at least in part tied up with physiological, hereditary, and constitutional processes. Although we can as yet make no certain or unqualified claim for the biological basis of human irrationality, such a claim now has enough evidence behind it to merit serious consideration. (Author)

ED 119 042 CG 010 347

Mackenzie, Clara

Contingency Management and Student Motivation.

Pub Date [75]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Class Management, *Contingency Management, Elementary Secondary Education, Learning Theories, *Performance Contracts, Positive Reinforcement, *Reinforcement, State of the Art Reviews, *Student Motivation, *Teaching Methods

Some educators are turning to the process of contingency management within a classroom as a short term, immediate motivator which can work for virtually every student, regardless of his/her final grade in the course. Contingency management consists of providing a set of alternatives from which those chosen by the student reward the students in some way for having undertaken extra or more difficult work. Contingency management has the additional advantage of helping lead students toward longer-range goal accomplishment and ultimate self-management,

through successful attainment of a series of short-term goals. This paper discusses the use of contingency management, in a classroom, to provide motivation to students. (HNV)

ED 119 043 CG 010 348

Kruger, Michael W. Beatty, Michel J.

A Group Identification Analysis of the Heckling of Speakers.

Pub Date May 75

Note—19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Audiences, Communication Problems, Credibility, *Feedback, Identification (Psychological), *Participant Involvement, *Psychological Patterns, *Public Speaking, Research Projects

Identifiers—*Heckling

Two factors are important in understanding heckling. First, heckling is a negative comment on the speaker. This negative feedback tends to lower speaker effectiveness. Second, the relationship between the heckler and the audience member is important. If the audience member sees himself as more closely aligned to the speaker, heckling will increase speaker credibility. If he sees himself as more similar to the heckler, heckling will decrease speaker credibility. Two experiments are reported. Ingroup hecklers (students at the same college) lowered credibility and attitude relative to nonheckled and no-speech controls. (Author)

ED 119 044 CG 010 349

Levitin, Teresa E. Quinn, Robert P.

Work Commitment through the Life Cycle.

Pub Date Sep 75

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Age Differences, *Employee Attitudes, *Job Satisfaction, Research Projects, *Sex Differences, Speeches, Vocational Adjustment, *Work Attitudes, Work Experience, Working Women

Data obtained from a national, cross-sectional survey of the American work force were used to examine the relationship between age and an interview measure of psychological involvement with work (i.e., paid employment). For men, this relationship was curvilinear. Commitment began at a low level among the 16-20 year old men, rose to its highest point among those 30-44 years old, and then declined back to its initially low level among those 55-65 years old. Age was not significantly related to the work commitment of women. Changes in quality of employment through the life cycle were, for men, found to be one determinant of correspondence changes in work commitment. No matter how good or bad men's jobs were in the early part of their working lives, most men ended up with a fairly low degree of commitment just prior to retirement age. The concept of anticipatory desocialization from the work role was used to explain the latter finding. (Author)

ED 119 045 CG 010 351

Quinn, Robert P.

What Makes Jobs Monotonous and Boring?

Pub Date Aug 75

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Employee Attitudes, *Intelligence Level, *Job Satisfaction, Research Projects, *Vocational Adjustment, *Work Attitudes, Work Experience

Identifiers—*Monotony

Direct observations of the jobs of 370 workers were used to explain perceptions of monotony and feelings of boredom associated with work. Of the several observational measures of task characteristics that were constructed, the most efficient predictor of monotony and boredom was the number of times during a fixed period that the most often-repeated task was performed. Intelligence and off-the-job activity levels were investigated as possible moderators of the relationship between task characteristics, monotony, and boredom. Intelligence had no significant effect on

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the association between job characteristics and either monotony or boredom. The moderating effects of intelligence were confined to the relationship between perceived monotony and feelings of boredom. That is, monotony was more closely associated with boredom among more intelligent workers. The moderating effects of off-the-job activity were likewise strongest on the relationship between perceptions of monotony and feelings of boredom, with the latter two variables being more strongly related among workers who were more active off their jobs. (Author)

ED 119 046 CG 010 352
Weeks, Joseph L. Mullins, Cecil J.
Predictions of Drug Abuse by the Social Factors Questionnaire. Interim Report, September 1971-July 1974.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-75-16
Pub Date Jul 75
Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Armed Forces, *Drug Abuse, *Predictive Ability (Testing), *Predictor Variables, Questionnaires, Research Projects, Statistical Analysis

Identifiers—*Social Factors Questionnaire
The identification of variables useful in the prediction of drug abuse has been the subject of a great deal of research. The research presented in this report attempts to add to the existing collection of information concerning variables useful in the prediction of drug abuse. An experimental instrument, the Social Factors Questionnaire, was examined in terms of its capacity to predict several drug abuse criteria both independently and in combination with other routinely available information. Results indicate that two experimental predictors, the lawlessness and permissiveness scores of the Social Factors Questionnaire, added significant unique variance to the prediction of drug abuse criteria when combined with the basic predictor set. (Author/HMV)

ED 119 047 CG 010 353
Olmstead, Joseph A.
Instructor's Guide to Performance Counseling. Consulting Report.

Human Resources Research Organization, Alexandria, Va.
Spons Agency—Department of the Army, Washington, D.C.
Pub Date Jul 67
Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Armed Forces, *Counseling, *Counseling Effectiveness, Counselor Training, Guidelines, Military Personnel, *Performance Factors, *Program Guides

Identifiers—*Performance Counseling
This guide, prepared for the Department of the Army, presents fundamental information and basic techniques for the conduct of Performance Counseling by instructors, tactical officers, and other personnel who may be required to appraise the performance of students and to communicate the results of their appraisals to students. The purpose of Performance Counseling is to improve the performance of a student or to maintain an already existing desirable level of performance. This paper presents guidelines for appraising the student's performance and for conducting the Performance Counseling interview. (Author/HMV)

ED 119 048 CG 010 354
Dean, Larry M. And Others
The Behavioral Effects of Crowding: Definitions and Methods.

Spons Agency—Department of the Navy, Washington, D.C.
Report No.—R-75-71
Pub Date [75]
Note—18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Armed Forces, Behavioral Science Research, Boatmen, *Environmental Influences, *Physical Environment, *Psychological Patterns, Psychological Studies, Research Projects, *Seamen, *Space
Identifiers—*Crowding

Crews of 18 U.S. Navy combat vessels rated their living and working conditions aboard ship, including degree of crowding. In order to better understand the behavioral effects of crowding, three different types of measures, corresponding to different definitions of crowding, were constructed. These separate crowding measures correlated uniquely with satisfaction and illness criteria. (Author)

ED 119 049 CG 010 355
Cote, Marianne Harper, Gregory F.
A Systems Approach to Kindergarten Screening: Systems Intervention and Test Development.

Note—12p.
Available from—Gregory F. Harper, Department of Early Childhood Education, Room 300, Education Building, Kent, Ohio 44242

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Kindergarten Children, Program Descriptions, *School Readiness Tests, *Screening Tests, *Systems Approach, Test Construction, Testing, *Testing Programs

This paper presents a method of designing and implementing a kindergarten screening procedure utilizing principles of systems intervention, needs analysis, and criterion referenced testing. Emphasis is placed on involvement of all elements of the educational system and on careful delineation of the role of each. Teachers are actively involved in the design and implementation of the assessment device, which was used to evaluate 180 children in its first year of use. It is suggested that this method eliminates many of the problems associated with conventional screening procedures. The method of test development and implementation is consistent with the principles of consultative school psychology and is effective in overcoming problems of validity and utility of traditional assessment procedures. (Author)

ED 119 050 CG 010 356
Sheldon, Alan And Others
Retirement Patterns and Predictions.
National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-74-49
Pub Date 75
Note—156p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-00388, \$1.75)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—*Adjustment Problems, *Age Groups, Behavioral Science Research, *Older Adults, Psychological Patterns, Research Projects, *Retirement, *Role Theory, *Senior Citizens

Adjustment to retirement from gainful employment has long been recognized as one of the major adaptive tasks of later life. The degree to which this adjustment is successful often plays a major role in determining the extent to which an individual finds his later years satisfying and rewarding. In a complex technical society retirement does not consist of a relatively simple change in status from the role of worker to that of nonworker, but has important interpersonal and intrapersonal implications that affect the retired person's personal and social existence. This monograph describes the results of a study of compulsory retirement among urban males and females. The data reported are largely concerned with the prediction and nature of responses to the retirement event, and implications of these for the development of preretirement programs. (Author/HMV)

ED 119 051 CG 010 357
Doing Drug Education: The Role of the School Teacher.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.—DHEW-ADM-75-232
Pub Date 75

Note—32p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00460-0, \$0.80)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Alcohol Education, *Drug Education, Elementary Secondary Education, Program Descriptions, *Regional Programs, Southern States, *Teacher Education, *Teacher Role

Identifiers—*Enhancing Drug Education in the South Project

Enhancing Drug Education in the South was a project conducted by the Southern Regional Education Board in 1971-74. The project held regional conferences that brought together people in the SREB region with State-level responsibility for planning alcohol and drug education programs in an effort to find solutions to common problems such as coordination and program evaluation. SREB convened a task force of eight people with expertise in teaching and in preparing teachers for drug education. The task force first met early in April 1972 to determine what kinds of skills students need to live successfully in a drug-oriented society, and what classroom activities would be most effective in meeting these needs. With this as a basis, the second session, held at the end of April, concentrated on determining the competencies—knowledge, skills, values, and attitudes—needed by a teacher who would carry out the activities. This report reflects the deliberations of two workshops that focused on teacher training for the role of drug educator in schools. The objective of these two sessions was not to design a curriculum or training program, but rather to determine what competencies a teacher needs to serve as an effective drug educator. Furthermore, the task force defined "drug educator" as a role that any teacher might assume, whether his primary assignment be English, social studies, science, or health. (Author/HMV)

ED 119 052 CG 010 358
Why Evaluate Drug Education? Task Force Report.

Southern Regional Council, Atlanta, Ga.
Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Report No.—DHEW-ADM-75-234
Pub Date 75
Note—40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00461-8, \$0.85)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Course Evaluation, Curriculum Evaluation, *Drug Education, Elementary Secondary Education, *Evaluation Methods, Health Education, *Knowledge Level, Program Descriptions, *Program Evaluation

Identifiers—*Enhancing Drug Education in the South Project

This publication provides some guidance to alcohol and drug education program administrators by clarifying the different levels of evaluation and the kinds of learning that can occur at each level. While it outlines the components and considerations for evaluation, it does not define a step-by-step procedure. In short, it serves as a diet rather than a recipe. A second objective for the publication is to take away the threatening overtones to the word "evaluation" by showing the benefits to be gained and by pointing out the value that negative findings have for the ultimate success of a program. This book contains four sections: Why Evaluate?; Guidelines for Impact Evaluation; Suggestions for Process Evaluation; and Evaluation of Drug Programs (synopses of some examples of evaluations of alcohol and drug education programs). The section of the book dealing with impact evaluation was developed by a task force sponsored by the Southern Regional Education Board project, Enhancing Drug Education in the South. The task force included State-level program directors, representatives from Federal agencies concerned with alcohol and drug education, and people with expertise in program evaluation. (Author)

ED 119 053 CG 010 359

Gadsey, Carl E. Dickson, Nancy
A Workshop and Year Long Follow-Up to Provide Staff Development in Vocational Guidance and Career Development for Secondary School Counselors. Final Report, July 15, 1975-September 30, 1975.

Middle Tennessee State Univ., Murfreesboro.
Spons Agency—Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
Pub Date 75
Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Counseling Programs, *Occupational Guidance, Program Development, Second-

dary Education, *Vocational Counseling, *Vocational Development, *Workshops
Identifiers—*Tennessee

This workshop was in response to the need for developing and implementing vocational guidance and career development programs in compliance with legislation passed by the State Assembly which provides for comprehensive vocational education in Grades 9-12 and appropriate counseling and prevocational education in Grades 7-8 in all of Tennessee's counties. This report summarizes the activities related to this project and utilizes the experiences gained from these activities related to make recommendations for vocational guidance and career development in Tennessee. (Author)

ED 119 054 CG 010 360

A Study of the Effect of Renumeration Upon Response in the Health and Nutrition Examination Survey: United States. Vital Health Statistics: Series 2, No. 67.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HRA-76-1341

Pub Date Oct 75

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.80)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Evaluation Methods, *Participant Involvement, *Questionnaires, Research Projects, *Response Mode, *Surveys, *Testing Problems

Identifiers—*Renumeration

This report describes the design and results of an experiment to test whether a \$10.00 payment to participate in the national Health and Nutrition Examination Survey (HANES) would significantly increase the response rate for the survey. The design and findings of the study, as well as a comparison of response rates prior to and following implementation of remuneration in HANES, are also described. (Author)

ED 119 055 CG 010 361

Substance Abuse Prevention Education Program. 1974-75 Evaluation Report.

Michigan State Dept. of Education, Lansing; Michigan State Dept. of Public Health, Detroit. Pub Date Nov 75

Note—98p.; Prepared by Office of Substance Abuse Services of Public Health Department

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Consultation Programs, *Drug Abuse, *Educational Programs, Elementary Secondary Education, Evaluation, Family Counseling, Organizational Change, Paraprofessional School Personnel, *Parent Education, *Prevention, *School Environment, Students

The Substance Abuse Prevention Education (SAPE) program aims at: (1) having a direct impact on young people to prevent substance abuse; (2) working with school teachers, parents, and other citizens to develop specific skills that will facilitate substance abuse prevention; and (3) providing program participants with better understanding of the nature of substance abuse, its causes and its prevention. The SAPE program engaged in the following activities during 1974-75: (1) the introduction of basic substance abuse educational ideas to participant groups; (2) provision of information and consultation to interested schools and citizens; (3) specific training programs geared to school staffs to improve in-school curricula and teaching formats, relative to substance abuse prevention; (4) the setting up of student service centers; (5) the training of a cadre of paraprofessional citizen-trainers; (6) involvement of the entire family in substance abuse prevention; and (7) working with schools and school districts on policies and procedures which facilitate a school climate conducive to substance abuse prevention. The seven program activities received emphasis in the order mentioned as far as percent of staff-time was concerned. Most participants expressed satisfaction and said they felt the program helped them considerably. (Author)

ED 119 056 CG 010 362

Garrett, Ann Hastings, Chester R. Training in a Summer Camp Setting for Paraprofessionals Working with the Deaf and Hard of Hearing.

McLennan Community Coll., Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date [74]

Note—49p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Aurally Handicapped, Behavior Change, *Camping, Counseling, *Deaf Children, Handicapped Children, Instructional Programs, *Paraprofessional Personnel, Summer Programs, *Training

This is a report of a training program for preparing paraprofessionals to work with the deaf and hard-of-hearing. Forty paraprofessionals and 200 deaf and hard-of-hearing children participated in the program in a camping setting. During the first week the trainees received instruction in behavior modification and communication skills, child development, and exploration of attitudes and feelings. During the next two weeks the paraprofessionals lived with the handicapped children on a 24-hour basis, taking care of all of their needs and organizing various activities. The trainees got together every morning with the project director to discuss any problems facing any of them and to find appropriate means of dealing with them. The trainees also engaged in counseling the handicapped children. At the end of the project the results were judged to be positive since most of the objectives were realized. (SE)

ED 119 057 CG 010 363

Turner, Joseph G.

Counseling Needs for Three Generational Families.

Pub Date 21 Aug 75

Note—11p.; Paper presented at the Annual Meeting of the National Council on Family Relationships (Salt Lake City, Utah, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Science Research, *Counseling, Developmental Psychology, *Family Problems, *Generation Gap, Literature Reviews, Needs, *Older Adults, Psychological Characteristics, *Social Exchange Theory

Identifiers—*Dependency

A developmental model is proposed and incorporated with exchange theory to further explain the position of the second generation in considering dependency needs of both the first and third generations. What literature exists deals primarily with dependency needs of children or at best, attitudes toward older people. Questions are raised and some answers suggested to encourage research focused on behavioral responses to the increasing dependency needs of older persons, therefore, offering further assistance to counselors and families. (Author)

ED 119 058 95 CG 010 364

Bacon, Margaret K. Ashmore, Richard D.

Cognitive Structuring of Parental Perceptions of Children's Behavior: A Research Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Grant—OEG-222-B097

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Behavior Patterns, *Children, Fathers, Mothers, *Parent Attitudes, *Parent Child Relationship, *Perception, Research Projects, Sex Differences, *Socialization

This is the first stage of a research project concerned with the various ways in which parents perceive and categorize children's behavior and the effect this perception may have on parental reaction to such behavior. The present study compared the various ways in which mothers and fathers perceptually categorize the behavior of girls and boys. A group of white middle-class parents who had a boy and a girl between 6 and 11 were individually interviewed about the social behavior of their children. A long list of phrases descriptive of children's behavior was formed and submitted to another similar group of 40 parents who were asked to sort each phrase on the basis of how they would react if the behavior occurred in a boy or a girl of their own. Various statistical procedures indicated the existence of a strong evaluative dimension of a good-bad social behavior underlying the structuring of the stimulus material. Seven other psychological dimensions were also revealed. Moreover, fathers and mothers differed in their perceptions of the social behavior of boys and girls. The authors discuss a number of studies which are either going to be

conducted or which are currently being conducted. (Author/SE)

ED 119 059 CG 010 365

Ross, N. Phillip

A Model for Using Qualitative Variables as Covariates in the Analysis of Covariance. Technical Paper 266.

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—AD-A-014-936

Pub Date Jul 75

Note—46p.; Table 5 is of marginal legibility due to small print size; Based upon Ph.D. Dissertation

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Analysis of Variance, Hypothesis Testing, *Models, *Research Methodology, Sampling, *Statistical Analysis, *Statistical Studies

Identifiers—CANCOVA, *Categorical Analysis of Covariance

The U.S. Army Research Institute for the Behavioral and Social Sciences has developed a wide range of statistical models to test hypotheses generated in relation to an equally wide range of measurement and evaluation situations. The randomized block (RB) design has traditionally been a preferred model for much psychological research. The RB has had, however, the stringent requirement that the sample population be strictly defined and stratified beforehand, a requirement more appropriate in a controlled laboratory environment than in many field situations. This technical paper describes the development of an alternative statistical design which provides the advantages of the classic RB method without its operational disadvantages, and which will be useful not only in the area for which it was developed, but in other areas of behavioral science research. The statistical model chosen for comparison and test was a modified analysis of variance (ANCOVA) design that does not require previously selected stratified samples and does incorporate the ability to handle categorical variables: the categorical analysis of covariance (CANCOVA). Empirically, no practical difference was found between the power of RB and CANCOVA when the samples were large. (Author/NG)

ED 119 060 CG 010 366

Training and Manpower Development Activities

Supported by the Administration on Aging Under Title IV-A of the Older Americans Act of 1965, as Amended. Program Descriptions.

Administration on Aging (DHEW), Washington, D.C.

Pub Date Aug 75

Note—62p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—College Programs, *Geriatrics, *Grants, *Manpower Development, *Older Adults, Personal Care Homes, *Personnel Needs, Program Descriptions, Training

Identifiers—Older Americans Act 1965 Title IV A

This compilation of brief program descriptions is intended to provide information about current projects being supported by the Administration on Aging (AoA) under the Older Americans Act of 1965, as amended. Descriptions were prepared by staff from the Division of Manpower Resources, and generally are edited versions of project summaries submitted by the grantees. AoA is authorized to help meet critical shortages of adequately trained personnel for programs in aging by: (1) developing information on the present and long-range need for personnel; (2) providing a broad range of training and retraining opportunities responsive to the changing needs of aging programs; (3) attracting a greater number of qualified personnel into the field of aging; and (4) helping to make personnel training programs more responsive to the need for more trained personnel in the aging field. The descriptions are organized according to the universities receiving grants and each project description includes the name and address of a contact person for further information. (Author/NG)

ED 119 061 CG 010 367

Falbo, Toni

Sex-Role Typing and Sex in the Use of and Susceptibility to Influence.

Pub Date [75]

Note—25p.; Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Group Dynamics, *Interaction Process Analysis, *Peer Relationship, *Power Structure, Research Projects, Sex Discrimination, *Sex Role, Sex Stereotypes, *Social Influences, Social Psychology

A study (N=60) was conducted to investigate the relationship between sex and the Bem Sex-Role Inventory in various measures of social influence. These influence measures involved self-reports of power strategies, peer evaluations of influence during group discussions, and personality scales measuring social power concepts. It was found that regardless of the subject's sex, masculine and androgynous persons received more positive peer evaluations than feminine persons. Further, the results indicated that sex-typed people were more likely to report using power strategies consistent with popular sex stereotypes than cross-sex-typed or androgynous people. It was also found that sex-typed and androgynous persons had higher need for approval scores than cross-sex-typed individuals. The results have implications for Bem's conceptualization of sex-role androgyny as well as theories about the acquisition and maintenance of sex-roles. (Author)

ED 119 062 CG 010 368

Marecek, Jeanne

Dimensions of Feminist Therapy.

Pub Date [74]

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bias, *Feminism, Literature Reviews, *Psychotherapy, Sex Discrimination, *Sex Role, *Social Attitudes, Therapy

This paper reviews the current status of psychotherapy for women from a feminist perspective. It examines the sexist prejudices and biases of traditional psychotherapies and psychological approaches; notes the manners in which therapy has often tended to reinforce the traditional sex role stereotyping and the women's consequent negative self image; explores available corrective theories that would lessen sexist bias; examines possible models of feminist therapies; and places the latter in the broader framework of psychological and psychotherapeutic theories. The author also relates to emerging alternative support systems increasingly available to women; examples such as crisis counseling, consciousness-raising groups, etc. are also discussed. The author provides an extensive bibliography on methods, research and practices of psychotherapy with regard to women. (NG)

ED 119 063 CG 010 369

Caskey, Owen L. Flake, Muriel H.

Essentials of Suggestopedia: A Primer for Practitioners.

Pub Date 76

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Affective Behavior, *Counseling, Guidelines, *Learning Processes, Learning Theories, *Progressive Relaxation, *Psychological Patterns, *Psychophysiology

Suggestology is the scientific study of the psychology of suggestion and Suggestopedia in the application of relaxation and suggestion techniques to learning. The approach applied to learning processes (called Suggestopedic) developed by Dr. Georgi Lozanov (called the Lozanov Method) utilizes mental and physical relaxation, deep breathing, positive suggestions, and background music to increase the amount of material learned in a given time, or reduce the amount of time necessary to learn new material. Theoretically, through the Suggestopedic approach, information bypasses emotional blockage and anti-suggestive barriers to go directly into the long-term memory area of the brain. This makes learning not only faster, but more enjoyable for both children and adults and results in a higher retention rate. In addition, the self concept of the learner is enhanced both as a result of higher achievement and the positive suggestions which are a part of the approach. While research results are sparse and not readily available in English translations, there is ample evidence that the

method is highly effective in a wide variety of learning and therapeutic settings. Additional experimental projects and practical applications are needed to assess the effectiveness of the method in specific settings and under realistic conditions as they are found in schools, hospitals, clinics, and agencies where teachers and counselors work. (Author)

ED 119 064 CG 010 370

Meichenbaum, Donald, Ed.

Cognitive-Behavior Modification: Newsletter.

Number 1, April, 1975.

Pub Date Apr 75

Note—25p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Counseling, *Behavior Change, *Cognitive Objectives, Cognitive Processes, Counseling, *Newsletters, Research, *Therapy

Identifiers—*Cognitive Behavior Modification

In recent years there has been an increasing interest in the role of cognitive factors in behavior modification. In order both to nurture this development and influence the dialogue between semantic-cognitive therapists and behavior therapists, a newsletter was begun. The newsletter, which will appear annually, summarizes ongoing research projects throughout the world which are concerned with cognitive-behavior modification. Included in the newsletter are project descriptions, researchers' addresses, materials available, and a potpourri of related matters. The material covered includes work arising from many different theoretical persuasions. It should be especially valuable to anyone concerned with the role of cognitive factors in the behavioral change process. (Author)

ED 119 065 CG 010 371

McQuaid, J. M.

Report on Occupational Exploratory Training Project. December 1974-March 1975.

Prince Edward Island Dept. of Education, Charlottetown.

Spons Agency—Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date Mar 75

Note—49p.; Best copy available; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, *Demonstration Programs, Manpower Development, *Occupational Guidance, *Program Descriptions, Program Evaluation, *Vocational Counseling, *Vocational Development, Young Adults

Identifiers—Canada, *Prince Edward Island

This is a report on a pilot project in occupational exploratory training sponsored by Canada Manpower. The project is an attempt to cope with the problems of Manpower clients who are undecided about an occupational goal, and to help prevent the placement of clients in programs unsuited to them. This report provides a background to the project, describes the program content and methodology, and concludes with a summary of recommendations. (SJL)

ED 119 066 CG 010 372

Smith, A. D.

A Systematic and Behavioral Approach to Counseling.

Pub Date Nov 75

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Affective Objectives, *Behavioral Objectives, *Career Choice, Cognitive Objectives, *Decision Making Skills, Interpersonal Competence, Job Skills, *Self Concept, *Vocational Counseling

This paper presents some of the concepts and developments now being pursued by the Occupational and Career Analysis and Development Branch of the Ontario Department of Manpower and Immigration. The paper summarizes the decisions made during the preliminary development, the means toward individualizing the program for occupational decision-making, and the intended research and development to be undertaken in the area. Included in the report are the behavioral objectives developed for six types of client skills: interpersonal, intrapersonal, basic decision-making, career decision-making, job-search, and job acquisition. (SJL)

ED 119 067

CG 010 374

Bell, T. H.

The Federal Commitment to Higher Education.

Pub Date 8 Oct 75

Note—12p.; Speech given at the Annual Meeting of the National Association of College Admissions Counselors (31st, Atlanta, Georgia, October 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Finance, *Equal Education, *Federal Aid, Federal Programs, *Financial Support, *Higher Education, Speeches

This paper addresses itself to the role of the federal government in financing higher education. It discusses the change in focus from institutional aid to student aid. In order to provide access to higher education that is compatible with movements toward social equality, the federal focus has shifted in the direction of student financial aid. Although Congress continues to fund three campus-based student aid programs, the keystone of the federal financial aid policy is the Basic Educational Opportunity Grant programs. The successes and problems of this grant program are described, and the steps taken to improve the management of the Guaranteed Student Loan Program are outlined. The speaker calls for greater coordination of effort at the state level between basic grants and such joint federal-state initiatives as the State Student Incentive Grant program. (Author/SJL)

ED 119 068 CG 010 376

Russell, Candace S.

The Transition to Parenthood and Beyond.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Salt Lake City, Utah, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Family Life, *Life Style, Literature Reviews, *Parent Child Relationship, *Psychological Characteristics, *Role Conflict, Role Perception, Speeches, State of the Art Reviews

Identifiers—*Parenthood, Quality of Life

Interest in the transition to parenthood has been sustained at a remarkably high level ever since LeMasters did his pioneering study in 1957. His study was interesting theoretically from the standpoint of both the family development perspective as well as Simmel's classic proposition that the triad is inherently the most unstable of human groups. But LeMaster's study also caught the interest of the lay public and most certainly of family life educators. In a period when parenthood is indeed a voluntary role, couples are understandably seeking information that will help them decide whether to parent or to continue a child-free life style. The transition can be seen as an opportunity for the couple to reorganize at an even higher level of adaptability and for the parents to rework some of their own developmental tasks. Implications for the transition are drawn from the author's 1974 research and Rollins and Cannon's (1974) re-evaluation of the literature on marital satisfaction over the life cycle. (Author)

ED 119 069 CG 010 377

Kava, Tiitu

Report on Career Counselling in British Columbia (Current Status and Recommendations Regarding Future Requirements in Post-Secondary Career Counselling).

Pub Date [May 75]

Note—15p.; Paper presented at the National Conference on Career Counselling and Guidance (Ottawa, Ontario, November 3-4, 1975); Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Planning, Counseling Services, *Educational Improvement, *Formative Evaluation, Occupational Guidance, *Post Secondary Education, Program Evaluation, Speeches, *Vocational Counseling

Identifiers—British Columbia, *Canada

This report highlights the current status of career counseling in the province of British Columbia and presents the recommendations of this province regarding future developments. There is emphasis upon the need for Federal participation in the development of self-counseling system and information services for potential post-secondary students who seek career direction. The report represents a consolidation

of facts, points of view and recommendations presented by professional counselors at post-secondary institutions and Officials of the Department of Education, British Columbia. (Author)

ED 119 070 CG 010 379

Lieberman, J. Nina

Playfulness, Cognitive Style, and Leisure, or "Do We Need to Educate for Leisure?"

Pub Date Aug 75

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Not available in hard copy due to marginal legibility or original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Behavior, Behavior Patterns, *Classroom Environment, *Creativity, *Divergent Thinking, Elementary Secondary Education, Individual Characteristics, *Learning, *Leisure Time, Play, Psychological Patterns, Spontaneous Behavior

Playfulness, a personality trait consisting of sense of humor, manifest joy, and spontaneity, was demonstrated to relate to divergent thinking at the kindergarten and high-school levels. The differential valence given to it by kindergarten-teachers and JHS- and HS-teachers was discussed in relation to creative potential. There was a consensus of positive valence among kindergarten teachers while about half of the JHS- and HS-teachers saw the behavior as disruptive in the classroom. This raises serious questions about the type of classroom climate conducive to playing with ideas and the enjoyment of learning. The influence of playfulness on leisure was discussed in terms of making it not only more creative but also psychologically more satisfying. In this connection the role of the familiar and known in leisure settings was stressed. Playfulness was also seen as one of the growing number of prosocial behavior dimensions that need to be encouraged in the home and, in later life, used as an approach to work and play. In conclusion recommendations for future action and research were spelled out. (Author)

ED 119 071 CG 010 380

Proctor, Derrick L. Davis, J. Kent

Perception of the High School Environment as Related to Moral Reasoning.

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Research, *Environmental Influences, *High School Students, Humanism, *Moral Development, *School Environment, Secondary Education, Sex Differences, *Student Opinion

This study was designed empirically to determine the relationship between student's perception of the humanism, traditionalism, and strict control of the high school environment and their moral reasoning. The subjects, seniors at nine parochial high schools located in four midwestern states, completed an opinion survey and Kohlberg's Moral Judgment Interview. The results indicate that the perception of the high school environment is related to moral reasoning in much the same way as other studies have found behavior and attitudes of parents to be related to moral reasoning. The present study, however, failed to demonstrate conclusively that there is a relationship between student's perception of the humanism of the school environment and their level of moral maturity. There is a progressive decrease in moral maturity corresponding to an increase in the perceived Traditionalism score. On the Strict Control Scale, those who perceive the high school environment as being low in strict control are significantly lower in moral maturity than those who perceive it as being moderately low, moderately high, and very high in strict control. These results are discussed in relation to the findings of earlier and related studies. (SJL)

ED 119 072 CG 010 381

Hahn, Deborah K.

Why Don't Workers Want To Be Promoted?

Pub Date 75

Note—12p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Economic Factors, Employer Employee Relationship, *Expectation, *Job Satisfaction, *Needs, *Occupational Aspiration, *Promotion (Occupational), Social Discrimination, Speeches, Surveys

This study has tried to provide answers for why 45% of American workers do not want to be promoted in the next 20 years. It was hypothesized that six determinants such as health, low income and job dissatisfaction are responsible for not wanting job promotion. Sex, age and race were hypothesized as determinants of worker's promotional expectations. A national probability sample of 1,159 employees were asked questions concerning their need for and expectation of promotion. Several multiple classification analyses were done and the following results were found: (1) the expectancy and need measures explained 46% of the variance in promotional desire; and (2) expectancies contributed much more to explained criterion variance than did the needs. However, since expectations could be measured with greater precision than could needs, it is possible that the complete contribution of needs to promotional desire is not accurately reflected by this study. (SE)

ED 119 073 CG 010 382

Foulds, Melvin L.

Measured Changes in Self-Actualization Following Marathon Gestalt Workshops.

Pub Date 74

Note—10p.; Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 508, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, Followup Studies, *Group Dynamics, *Individual Characteristics, *Personal Growth, *Psychotherapy, Rating Scales, *Self Actualization, Self Concept, Workshops

Identifiers—*Marathon Gestalt Groups

This paper reviews the results of three investigations of the effects of marathon Gestalt workshops on the measured self-actualization of volunteer, college student participants. In the first study, 10 students participated in a weekend workshop at the university counseling center. Subjects completed the Personal Orientation Inventory (POI) before the workshop and again four days later. Significant positive pre-post changes in mean scores were observed on seven of twelve POI scales for the experimental group. A nontreatment group controlled for sex, age, and college class demonstrated no significant changes. In Study II, 36 college student volunteers were randomly assigned by sex to experimental and control conditions. The experimental group participated in a continuous 24-hour Gestalt workshop and completed the POI before, four days after, and six months after the workshop. Findings revealed significant positive pre-post changes on 11 of 12 POI scales. Post-test-followup comparisons indicated that these changes persisted over time and that additional gain was achieved on several POI scales. No significant differences were observed in control group mean scores for pre- and posttests. Study III was a replication of the second study with an increased number of subjects, and the results were highly similar to those in Study II. Results of these three studies suggest that marathon Gestalt workshops appear to foster increased self-actualization in volunteer college students. Suggestions are offered for future research. (Author)

ED 119 074 CG 010 383

Reitman, Alan

The Law and Corporal Punishment: Recent Legal Decisions on Corporal Punishment in Schools.

Pub Date 1 Sep 75

Note—27p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Court Litigation, *Discipline Policy, Family School Relationship, *Laws, Legal Problems, *Legislation, *Punishment, Speeches, *Student Rights, *Student Teacher

Relationship, Supreme Courts, Teacher Behavior, Teacher Responsibility

The author discusses the various aspects of the legal struggle for abolishing corporal punishment in schools. A review of several recent cases of corporal punishment brought to the attention of the Supreme Court shows that the court has so far upheld the right of schools to practice physical punishment, within reasonable limits, as a disciplinary measure. The court rulings were based on two major principles: a) the state educational boards have a certain degree of autonomy in their educational policies and; b) the constitutional rights that apply to adults do not apply to children. The author discusses many legal cases where the Court ruled the use of corporal punishment in institutions for delinquent children and in prisons was illegal, and argues that this decision is equally applicable to public schools. In several recent cases the Supreme Court has ruled that before punishment is inflicted on students, principles and teachers should give students the right to defend themselves verbally, and teachers should have the permission of parents before physically punishing their children. These decisions, the author considers, are encouraging steps in the legal struggle to abolish corporal punishment once and for all. (SE)

ED 119 075 CG 010 384

Bonoma, Thomas V.

Social Psychology and Social Evaluation.

Pub Date 74

Note—31p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conceptual Schemes, Conflict Resolution, *Evaluation, Political Influences, *Research Criteria, *Scientific Methodology, *Social Psychology, Systems Concepts, *Theories

Recent contentions that the settings and problems of social evaluation research renders this new "subdiscipline" substantively distinct from the remainder of social psychology are critically examined. It is argued that the demonstrable existence of meta-conflicts about the conduct of social evaluation efforts, political sensitivities in the research arena, and the adaptive instability of evaluated programs do not functionally segregate social evaluation from traditional social psychology. Rather, these problems occur homomorphically in both arenas, although they are more often articulated in the former rather than the latter settings. The conclusion of radical social evaluation authors that the scientific method is inapplicable to their research settings in unwarranted: experimental tactics are often degraded by the presence of complex system constraints, but other standard investigatory tactics may be reliably applied toward replicable knowledge. Any segregation of social evaluation from social psychology is dysfunctional, since a relevant social psychological science can be approached only with the development of overarching theory capable of explaining interactive behavior in both settings. Correspondingly, social psychological relevance varies neither with a researcher's investigatory strategy nor problem setting, but directly with the goodness of evolved theory. (Author)

ED 119 076 CG 010 385

Pempus, Eric And Others

"Don't Fence Me In": Personal Space Depends Upon Architectural Enclosure.

Pub Date Sep 75

Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavior, College Students, *Distance, *Environmental Influences, Individual Characteristics, *Interaction, Interpersonal Relationship, *Physical Environment, Sex Differences, *Space Orientation

Proxemic behavior was unobtrusively observed in open and enclosed environments with concurrent variation of the approach of subject to confederate or confederate to subject. The sex of subject and the sex of confederate were also varied, with nesting on the sex of confederate

variable. A robust environment effect indicated that personal space is larger in enclosed areas. The nesting variable also proved significant, indicating that some difference between confederates other than sex contributed to personal space differences. Further research is recommended with respect to the effects of human proxemic behavior of both design variables and personal characteristics of the others. (Author)

ED 119 077 95 CG 010 386
Closing the Gap: A Study of Four Counselor Education Programs and Efforts to Facilitate Role Implementation and Counselor Effectiveness in the School.

Minnesota State Dept. of Education, St. Paul.
Pupil Personnel Services Section.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75

Note—465p.; Logs in appendix B may not reproduce due to undersized print

Available from—Minnesota Department of Education, Documents Section, Room 140, Centennial Building, St. Paul 1, Minnesota 55101

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage

Descriptors—*Counseling Effectiveness, Counselor Characteristics, Counselor Evaluation, Counselor Functions, *Counselor Training, Elementary Secondary Education, *Evaluation, Guidance, *Program Descriptions, *Program Development, State Departments of Education

This study is a pioneer effort to bring together the theory of counselor education, implementation of counselor role in the schools once a person is employed and the evaluation of his/her effectiveness with others. It is an extensive research project studying both the elementary and secondary school counselor the study sought to examine the value of providing on-the-job consultation to a recently trained group of counselors from each of four institutions. It included identification of the four counselor education objectives and the proposed time to be spent by the trained counselor across a set of functions if he were implementing the training model. The analysis included a study of functions performed by counselors; professional staff perceptions of guidance functions and relationships; personality factors of counselors and their relationship to selected guidance outcome variables. On the basis of this three-year project, the authors offer a number of recommendations for increasing the relevance and effectiveness of counselor education programs. These include: emphasis on the counselor's role as consultant to parents, teachers and administration; additional research on influence of on-site consultation; increased training in psychological education; and development of better procedures for career guidance training. (NG)

ED 119 078 CG 010 387
Staines, Graham And Others
Alternative Strategies for Measuring Sex Discrimination in Occupations.

Pub Date [72]
Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Demography, Income, Job Satisfaction, Job Tenure, Models, Multiple Regression Analysis, *Occupations, Predictor Variables, Research Projects, *Sex Discrimination, *Statistical Analysis, *Working Women

Using data originally report by others, this paper focuses on the relative merits of three separate statistical approaches to measuring occupational sex discrimination. The sample was a national probability sample of 539 women and 993 men. Demographic factors such as race, sex and age, education, job tenure and supervisory status served as the predictor variables; annual income objective and perceived discrimination and various measures of job satisfaction were the dependent variables. Three statistical approaches were used to analyze the data; 1) multiple regression; 2) automatic interaction detector (AID) and 3) multiple classification analysis (MCA) determining the power of sex as a predictor of income. Method two accounted for a higher percentage of the variance in income than the first approach, showing a greater occupational discrimination based on sex. The third method accounted for 47% of the variance in income, somewhat lower compared to the other two approaches. The results indicate that sex is the third most important predictor variable of income after occupa-

tion and education; moreover women were found to receive lower salaries than men for the same kind of jobs. (SE)

ED 119 079 CG 010 388

Barnowe, J. Thad And Others

An Empirically Derived Model of Job Satisfaction.

Pub Date [71]

Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Job Analysis, *Job Satisfaction, *Models, Need Gratification, Research Projects, Surveys, *Work Environment

This paper reviews the various experimental and survey strategies employed to assess the relative importance of different job characteristics in determining job satisfaction, and analyzes the problems involved with the different approaches. The paper then describes the development of an empirically derived explanatory model of job satisfaction, taking into account problems of multi-co-linearity and interaction among the predictor variables. The importance of any job facet was equated with its capacity to account for variance in job worker satisfaction scores. The job facets were subsumable into four basic dimensions: (1) opportunities it provided to perform challenging or self-developing activities; (2) the resources enabling adequate performance; (3) provision of a comfortable work environment; and (4) provision of financial rewards and job security. The model was able to explain some 53% of the variance in job satisfaction scores, and the authors note some of the problems that make such explanatory power acceptable. Of the four dimensions, "challenge" seemed most promising. Further directions for research and refinement are indicated. (NG)

ED 119 080 CG 010 389

Counselor's Information Service: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume 30, Number 4, December 1975.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Dec 75

Note—25p.

Available from—B'nai B'rith Career and Counseling Services, 1614 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$2.25 per issue, subscription \$9.00 per year)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, *Bibliographies, *Counseling, Educational Guidance, *Guidance, Guidance Counseling, Literature Guides, *Newsletters, Vocational Counseling

This publication is a quarterly annotated bibliography of current literature on educational and vocational guidance, and is developed by the B'nai B'rith Career and Counseling Services, Washington, D.C. The topics covered are occupational information, educational, vocational and personal guidance; guidance administration and procedures; student aids; aids for the teacher; free or inexpensive guidance material; adult education and the aging; handicapped and rehabilitation counseling; the counselor's bookshelf; and periodicals in guidance and related fields. (NG)

ED 119 081 88 CG 010 390

A Self-Study of the Guidance and Counseling Department in the Public Schools of Suffield, Connecticut, 1973-1974.

Suffield Board of Education, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—234p.; For related documents, see CG 010 391 and 392

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Accountability, *Counseling Services, Educational Guidance, Elementary Secondary Education, *Evaluation, Models, *Program Evaluation, *Pupil Personnel Workers, *Role Perception, School Involvement

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This project carried out by members of the school system presents a detailed description of the town of Suffield, Connecticut and its public school system, and then specifies the counseling services provided in the school system. It details the attempts to clarify the role of counselors as perceived by various parts of the school system (e.g., administrators, teachers); the congruity

between counselors and other in perception; and the satisfaction and dissatisfaction of all concerned with the counseling services. Since the paper provides extensive details and specification of approaches as well as questionnaire content and responses, it can provide a practical guide and model for other schools and school systems interested in initiating their own research projects for assessing and evaluating their counseling services. (NG)

ED 119 082 88 CG 010 391

Borsari, Leonard R.

A Report of MBO/R For Guidance in Suffield, Connecticut, ESEA Title III, 1974-1975. Annual Evaluation Report.

Suffield Board of Education, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—197p.; For related documents, see CG 010 390 and 392

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Behavioral Objectives, Elementary Secondary Education, Evaluation, *Guidance Personnel, *Management by Objectives, Models, *Program Development, *Pupil Personnel Services, School Districts, School Involvement

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

During the 1974-1975 academic year, the Suffield Guidance Evaluation Project conducted a series of workshops for the guidance to develop a systems model for management by behavioral objectives and results (MBO/R). A process of client population involvement to develop guidance goals was conducted the previous year and culminated in October, 1974, with a prioritized list of nineteen goals for guidance in Suffield. The guidance staff then wrote behavioral objectives (B.O.) for the first six goal statements, and, with the help of consultants, developed instruments to measure student attainment of the stated objectives. During the 1974-1975 academic year, the Suffield guidance department will assess student attainment of specified goals, analyze the data with the help of computer processing and modify program activities to accommodate revealed strengths and weaknesses. (Author)

ED 119 083 CG 010 392

Borsari, Leonard R. Mavis, Elizabeth

Task Analysis Study of the Suffield Guidance Departments for Forty Consecutive Working Days Beginning December 1972.

Suffield Board of Education, Conn.

Pub Date 15 May 73

Note—107p.; For related documents, see CG 010 390 and 391

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Behavioral Objectives, *Counselor Functions, Elementary Secondary Education, *Inservice Programs, Models, Program Descriptions, *Program Evaluation, Pupil Personnel Services, *Task Analysis

This paper reports a project where school guidance staff themselves develop and use instrumentation in order to measure derived behavioral objectives. The task analysis is to provide objective data on the actual use of counselor's time; allow comparison between counselors; provide objective data upon which can be based improvement and change needs; act as an instrument for the professional and personal growth of the counselors; and demonstrate the latter's commitment to self-evaluation. The project was designed and implemented by the counselors themselves, and this report provides sufficient detail and clarification to be of use to others interested in similar projects. (NG)

ED 119 084 CG 010 393

Manney, James D., Jr.

Aging in American Society: An Examination of Concepts and Issues.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 75

Note—213p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Age, Community Support, Guidelines, *Legislation, *Older Adults, Program Descriptions, *Program Development, Workshops

Identifiers—*Gerontology

This manual had its origins in a training project at the University of Michigan directed at the staff and directors of area planning agencies on aging. The manual is a revised version of a manuscript used in the regional workshops to facilitate the planning and coordination of services and programs for older people. Its purpose is to provide an overview of the major processes and concepts in aging, and a review of the important policies and programs affecting the nation's 21 million elderly. (Author/SJL)

ED 119 085 CG 010 394

Peterson, Terrance. And Others.

A Competency Based Counselor Education and Certification Program.

Washington State Intermediate School District 101 Consortium, Spokane.

Spokane Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date [74]

Note—168p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Consortia, *Counselor Certification, *Counselor Functions, *Counselor Training, Educational Planning, Higher Education, *Performance Based Education, Professional Education, *Program Descriptions, Resources

This manual outlines a competency-based preparation program for school counselors. The program is based on a developmental process which includes specific dimensions of knowledge and self-awareness as well as the professional competencies deemed essential to the practice of counseling. The school counselor's role is defined and three levels of competency and certification are described. The assumptions, rationale and evidence of competence are outlined for each of the entry, initial and continuing levels of competency. Procedures for counselor certification and guidelines for assessment are also provided. (SJL)

ED 119 086 CG 010 395

TenHouten, Warren D.

Cognitive Styles and the Social Order. Final Report, Part II. O.E.O. Study B00-5135, "Thought, Race, and Opportunity."

Office of Economic Opportunity, Washington, D.C.

Pub Date Jul 71

Note—194p.; Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Achievement, *Cognitive Development, *Cognitive Processes, Data Collection, *Racial Factors, Research, Social Influences, *Social Stratification, Socioeconomic Influences, Surveys, *Theories

This report presents data developed for testing the theory that there are social processes which result in differing cognitive styles for subdominant and dominant social groups. The results of surveys of black and white persons in an urban area, of white rural farmers, and Hopi Indians are presented. The research attempts to integrate data and theory from three levels of inquiry: neurological theory of lateral specialization for verbal and visual brain functions; theory pertaining to visual and verbal contents of human intelligence, and a theory of social stratification which relates cognitive performance to differences in group access to modes of thought and socioeconomic rewards. The report includes descriptions of the survey sampling designs and research instruments, the data on the performance measures, and the data testing of research hypotheses. The research results are discussed in terms of achievement outcomes and the implications for the educational system and society. (SJL)

ED 119 087 CG 010 396

Reocks, Alan L.

A Comparative Study of the Non-Cognitive, Cognitive and Demographic Characteristics of Undergraduates Who Resided in Double Rooms with Undergraduates Who Resided in Single Rooms at Gonzaga University.

Pub Date Jul 73

Note—67p.; Masters Thesis, Gonzaga University; Due to copyright the test instrument has been removed from this document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Academic Achievement, *Behavior Patterns, Behavior Rating Scales, Dormitories, *Housing Patterns, Masters Theses, Psychological Studies, *Student

Characteristics, Student Needs, *Undergraduate Students

The major purpose of this study was to explore the differences between a group of 56 undergraduates who occupied single rooms and 57 undergraduates who occupied double rooms in the Gonzaga University Residence Hall System during the 1972-1973 academic year. The differences were evaluated according to one cognitive variable, grade-point average; two demographic variables, age and family size; and 16 non-cognitive variables. The 16 non-cognitive variables were evaluated according to the 15 need scales and counseling readiness scales of Gough's Adjective Checklist. The 15 scales included achievement, dominance, endurance, order, intracception, nurturance, affiliation, heterosexuality, exhibition, autonomy, aggression, change, succorance, abasement, and deference. Significance was found two variables, the demographic variable, age; and the cognitive variable, cumulative grade-point average. Thus, the undergraduate who lived in a private room, in contrast to the undergraduate who lived in a double room, was apparently older and maintained a higher cumulative grade-point average. Results of a question which ascertained undergraduates' preference for either living with or without a roommate indicated 45 of 56 undergraduates who lived in a private room and 28 of 57 undergraduates who lived in a double room would prefer to live without a roommate during the 1973-1974 academic year. (Author)

ED 119 088 CG 010 397

Coleman, Thomas R.

Motivational Workshops for Low Achieving High School Students in Order to Help Them Improve Their Career Maturity.

Pub Date 75

Note—93p.; Ed.D. Thesis, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Career Choice, Career Planning, Educational Strategies, High School Students, *Low Achievers, *Motivation Techniques, Secondary Education, *Vocational Counseling, *Vocational Maturity, Workshops

Identifiers—Career Maturity Inventory, Workshop Satisfaction Questionnaire

Two studies were conducted in which low achieving high school students were given motivational workshops in order to help them improve their career maturity and to understand the processes involved in making wise career choices for themselves. It was hypothesized that in the experimental groups which received career counseling the student's career maturity and vocational certainty would increase over the control groups which received no counseling. In the policy study, intensive three-day workshops were conducted in which each student volunteer took an interest test, participated in a videotaped interview workshop, obtained intensive individual counseling, and went on a field trip to a local technical school and a local community college. The second study was done with students enrolled in a power mechanics course. Over a 40-day period, along with the regular classes in power mechanics, each student was given an interest test, exposed to filmstrips of occupational areas in which he was interested, given individual counseling and participated in interviewing techniques workshops. Most of the students also went on a field trip to a local technical school and a local community college. In both the pilot study and the experiment the students' results on the Career Maturity Inventory and the career certainty questionnaire were generally in the hypothesized direction. (Author/SL)

ED 119 089 CG 010 398

Churaman, Charlotte V. Garrison, Martha L.

Family Money Management Counseling: A Systems Approach.

Maryland Univ., College Park. Dept. of Family and Community Development.

Pub Date 75

Note—181p.; Proceedings of a workshop held by the Department of Family and Community Development (University of Maryland, College Park, Maryland, June 1975); Some parts of text may be of marginal legibility due to quality of original document

Available from—UMporium, University of Maryland, College Park, Maryland 20740 (HC \$6.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgeting, *Consumer Economics, *Family Counseling, *Family Management, Family Resources, Home Management, *Money Management, Program Descriptions, *Systems Approach, Workshops

This report identifies the need of counselors of various persuasions to be trained not only in psychodynamics and interpersonal relations, but also for understanding the milieu in which the dynamics operate. In a complex technological society those professionals working with families need both these skills in interpersonal facilitation and resource management. To that end, this workshop report presents materials for process learning of individualized styles of working with people on money-related problems. The first part of the manual presents information on such topics as the family as a system, human information proceed, counseling approaches, resource awareness, and various aspects of family money management. The second part describes process learning through case studies, role-playing, demonstrations, and models. (SJL)

ED 119 090 CG 010 399

Major Addresses at the CPC (College Placement Council) National Meeting, May 27-30, 1975.

College Placement Council, Bethlehem, Pa.

Pub Date May 75

Note—92p.

Available from—College Placement Council, Inc., P.O. Box 2263, Bethlehem, Pennsylvania 18001 (HC \$5.00 to members, \$9.00 to others)

Document Not Available from EDRS

Descriptors—*Career Planning, College Graduates, *College Placement, Conference Reports, Employment Opportunities, *Higher Education, Manpower Development, Speeches, *Vocational Counseling, *Vocational Development

This is a compendium of the major addresses delivered during the College Placement Council National Meeting held in Washington, D.C., in May 1975. The addresses present a variety of viewpoints on the relationship between education and career planning and placement. Such issues as the job market for college graduates, manpower planning, changing student populations and values, career education, shifting labor demands, current conditions in higher education, and the change to a service economy are discussed. A number of suggestions are made concerning ways to more closely relate education to career preparation and placement. (SJL)

ED 119 091 CG 010 400

O'Neill, Patrick

Variables Affecting Assignment of Occupations to Men and Women.

Pub Date [73]

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bias, Discriminatory Attitudes (Social), *Occupations, Psychological Studies, *Role Perception, Sex Differences, *Sex Stereotypes, *Social Attitudes, Social Influences

Male and female college students were given a questionnaire containing descriptions of four stimulus persons, with gender of stimulus person varied between groups. Subjects selected any of eight occupations for which the stimulus persons might be suited, and they rated the potential of such persons to be good parents. Traditional "masculinity" of the occupation rather than its prestige and status tended to elicit prejudice against women. In addition, for female subjects there was an interaction between personality description and gender of stimulus person that affected judgments of potential child-rearing ability. (Author)

ED 119 092 CG 010 401

Drabman, Ronald S.

Feedback in Behavior Modification.

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavior Change, Behavior Patterns, *Change Strategies, *Contingency Management, *Feedback, Reinforcement, Speeches, *Teacher Behavior

62 Document Resumes

This paper addresses some of the practical ways by which students can be given information about the adequacy of their responding. The author views this information as all that is frequently necessary to alter an inappropriate behavior. Thus, he considers feedback to be the first step in most behavior management programs. Studies to determine how often children in average classrooms are given feedback are discussed in relation to the posited needs for individual positive feedback and positive descriptive feedback. (SJL)

ED 119 093 CG 010 402

Marlatt, G. Alan
Training Responsible Drinking with College Students.

Pub Date Sep 75

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975); Parts of text may be of marginal legibility due to quality of original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Alcohol Education, *Behavior Change, *College Students, *Drinking, Methods, *Prevention, Program Descriptions, Self Control, Speeches

This paper provides a description of a program designed to teach responsible drinking practices in a college student population. The aim of this program is to prevent problem drinking or alcoholism in students who report concern about their drinking behavior, and volunteer to participate in a treatment-prevention program aimed at controlling their drinking patterns and rates. It is not recommended for those individuals who might be diagnosed as alcoholic, but only for those who show developing signs of a drinking problem, and who reject the requirement of total abstinence as a treatment goal. Research is presented which provides background support for the prevention program, based on a behavioral model of drinking behavior. A number of specific treatment techniques are described as components of the program, including aversion therapy, assertive training, blood-alcohol level discrimination training, and relaxation training. This paper provides only an overview and description of the program, and no follow-up data are presented. (Author)

ED 119 094 CG 010 403

Booth, J. A. Gordon
Client Perceptions of Prison Counselor Effectiveness.

Pub Date [74]

Note—20p.; Paper presented at the Annual Meeting of the Canadian Guidance and Counseling Association (Vancouver, British Columbia, June 4-6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Correctional Rehabilitation, *Counseling Effectiveness, *Counselor Performance, Delinquents, *Dogmatism, *Evaluation, Institutionalized Persons, *Prisoners, Research Projects

Research evidence indicates that counselors rated as more effective are lower in dogmatism. Additional research suggests that the counseling relationship with delinquent populations is different from that with nondelinquent populations. It is the intent of this study to investigate perceptions of counselor effectiveness held by clients in a major urban minimum security Federal prison. Thirty-six residents completed rating scales regarding the counseling relationship with their respective counselors (N=9) using the Counseling Evaluation Inventory, Relationship Questionnaire, and the Scale of Counselor Effectiveness. The counselors had previously been identified as high and low dogmatic on the basis of Dogmatism Scale scores. Data analysis by t-tests failed to support hypotheses regarding low dogmatic counselors being perceived as more effective. The study concludes that the counseling relationship with delinquent populations may indeed be different, since the delinquent clients in this study perceived the high dogmatic counselor to be more effective. (Author)

ED 119 095 CG 010 404

Kessler, Sheila, Comp.
Divorce Bibliography. [Partially Annotated].
Pub Date Nov 75

Note—27p.; Materials from a workshop on "Divorce" given at Georgia State University

(Atlanta, Georgia, October 18, 1975); Some parts of text may be of marginal legibility due to print quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Annotated Bibliographies, *Bibliographies, *Divorce, *Family Problems, Interpersonal Relationship, *Marital Instability, *Marriage Counseling, *Resource Materials

Included are two comprehensive bibliographies for the marriage and divorce counselor. The one on more recent books on the subject of divorce has been annotated by the author, while the list on assorted materials contains only citations. (HNV)

ED 119 096 CG 010 405

Dembo, Richard Miran, Michael
Evaluation of Drug Prevention Programs by Youths in a Middle-Class Community.

Pub Date [74]

Note—31p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

Journal Cit—International Journal of the Addictions: v11 n5 (to be published)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Drug Abuse, *Drug Education, Health Education, *High School Students, *Middle Class Culture, Prevention, Program Evaluation, Research Projects, Secondary Education, *Suburban Youth

Based on an analysis of data from a survey of middle-class junior and senior high school youths in a New York City suburban community, this paper examined: (1) young peoples' reaction to various drug prevention programs in which they have been involved, and (2) the program topics they would like to see discussed. Important relationships were found to exist between substance use, prevention program evaluations and desired program topics. The results suggest that the youths selectively relate to and want prevention experiences that confirm their substance relationships. (Author)

ED 119 097 CG 010 406

Siegel, Jan Powers, Richard B.
Development of Cooperation between Children in the Minimal Social Situation.

Pub Date May 75

Note—17p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Salt Lake City, Utah, May 7-10, 1975); Charts in appendix may not reproduce clearly due to quality of original. Not available in hard copy

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Science Research, *Behavior Patterns, *Children, *Group Activities, *Interpersonal Competence, Research Projects, *Social Behavior, Social Environment

This paper investigated whether children can learn to cooperate under minimal social conditions. The research also compares the effectiveness of verbal instructions and a training task for teaching subjects the "win-stay/lose-change" rule. This rule has been used to explain the development of cooperation in the minimal social situation. Subjects were 19 teams of first-, second-, and third-graders. Five teams were composed of two girls; six were girl-boy teams; and eight were boy-boy teams. Ten of the 19 teams learned to cooperate in the minimal social situation without treatment. Two of four teams given the rule training procedure learned to cooperate after having failed to learn under typical social conditions. Of five teams given verbal instructions, four learned to cooperate immediately. The probability of following the rule "win-stay/lose-change" was approximately 50% initially and did not increase significantly in later sessions. Therefore, it is clear that closely following the "win-stay/lose-change" rule is not a prerequisite for the development of a stable cooperative exchange. Explanations in the literature which suggest subjects learn a single rule, i.e., "win-stay/lose-change," are probably misleading since children evidence a variety of rules, any of which might have been reinforced or punished over the course of the experiment. (Author)

ED 119 098 CG 010 407

Larson, Lila M.
Career Awareness and Exploration: A New Approach to Career Counseling.
Pub Date 4 Jun 75

Note—59p.; Paper presented at the Canadian Guidance and Counseling Association Meeting (Vancouver, British Columbia, 1975); Some parts of text may not reproduce clearly due to marginal quality of original. Not available in hard copy

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Counseling, *Career Exploration, *Career Planning, *Counseling Programs, Curriculum Guides, *Occupational Choice, Program Guides, *Vocational Counseling

The major purpose of the Pre-Occupational track of Manitoba's Adult Basic Education program is to enable students to get firsthand information about the world of work and to get information about themselves that will assist them in crystallizing an occupational choice. The students undergo an extensive career exploration phase including actual work situations, then are counseled on an individual basis. The student who is ready then makes a tentative occupational choice and proceeds to study job search techniques on a group basis. The student who is not ready will return to the exploration phase (Unit I) and study another career cluster. Unusual features of this program include help in locating a job once a decision is made, and assistance (mainly supportance) the first three months away from the program. (Slides mentioned in the guide are not included in this document.) (Author/HMV)

ED 119 099 CG 010 408

Larson, Lila M.
Career Resource Center Anyone? In a Community College?

Pub Date 4 Jun 75

Note—13p.; Paper presented at the Annual Meeting of the Canadian Guidance and Counseling Association (Vancouver, British Columbia, June 4-6, 1975); Slides accompanying the presentation have not been included. Not available in hard copy

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Exploration, *Career Planning, Community Colleges, *Guidance Centers, Junior Colleges, Library Programs, Models, Program Guides, *Resource Centers, *Vocational Counseling

This paper describes the planning and implementation of a Career Resource Center. Although this model was designed specifically for one community college, it offers a good guide to other groups interested in establishing such a center. This paper was presented at the C.G.C.A. Convention (Vancouver, B.C., June 1975) as part of a slide presentation; however, the slides are not included in this document. The paper begins with the basic reasons why a career resource center was desirable and proceeds through the necessary phases including collection and selection of resources, acquisition procedures, processing and coding, personnel necessary, and difficulties encountered. (HNV)

ED 119 100 CG 010 410

Rapp, Marvin A. Barber, Joseph E.
Career Education: Plans and Programs of the States - 1976.

Pub Date 75

Note—80p.

Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118

Document Not Available from EDRS

Descriptors—*Career Education, Educational Assessment, Guides, Program Descriptions, *State Departments of Education, *State Programs, Vocational Education

This booklet is an inventory of selected state plans and programs in career education. It is not intended to be a complete and comprehensive guide; rather, it is designed to be illustrative, to be expanded and elaborated upon as needed. The authors focus on each state separately, discussing philosophy and programs. Appendixes I and II categorize a dozen career education models implemented by the states. Appendix III is a directory of state superintendents, the fourth appendix is a directory of State Department of Education personnel for guidance and personnel services, and the fifth is a directory for state contact persons for career education. (Author/HMV)

ED 119 101 CG 010 411

Mink, Oscar G.
Reality Therapy in Learning Groups.
Pub Date 13 Aug 75

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Group Counseling, *Group Dynamics, *Group Therapy, Guidelines, Helping Relationship, Interaction Process Analysis, *Leader Participation, State of the Art Reviews, *T Groups

Identifiers—*Reality Therapy, Rogers (CR)

Rogers (1970) suggests that group therapy may be both safer and far more effective than individual counseling and therapy in achieving conditions which encourage learning and personal growth. There are many "how to's" and "do's and don'ts" which will ameliorate conditions for creating learning, or problem solving, groups. The author delineates many of those conditions in this paper along with some requisite dimensions of leader behavior, number behavior, and group process. (Author/HMV)

ED 119 102 CG 010 488

Handbook of Group Procedures: Suggestions for

Elementary School Use.

Normandy School District, Mo.

Pub Date 73

Note—199p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Behavior, *Class Activities, *Discussion (Teaching Technique), Elementary Education, *Group Activities, *Group Guidance, Guides, Role Playing, *Self Concept, Sociometric Techniques

This handbook of group procedures presents classroom activities that are designed to assist elementary school children in learning more about themselves and others, and to provide them with experiences in interpersonal communication. More specifically, the group procedures are intended to facilitate growth in several developmental areas: (1) the affective (feelings, fantasy life, spontaneity, and capacity to relate to others openly and effectively); (2) casual thinking (behavior is understandable); (3) values clarification (making decisions, including moral decisions, taking into account relevant environment); and (4) self-concept areas. The handbook contains 130 discussion topics, 160 incomplete sentences and 107 role-playing exercises. The remaining sections provide approximately 90 different group activities and exercises. All items were evaluated and selected with regard to their usability in the classroom setting, and are recommended with the supervision of a school counselor. (Author/SJL)

CS

ED 119 103 CS 002 395

Dilling, H. J. Farrell, Michelle A.

An Investigation of Factors Relating to Reading Achievement.

Scarborough Board of Education (Ontario).

Pub Date 28 Jun 73

Note—148p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Economic Factors, Elementary Education, Literature Reviews, Program Effectiveness, *Reading Achievement, *Reading Comprehension, Reading Instruction, *Reading Programs, *Reading Research, *Reading Tests, Social Factors

This study attempted to answer the following questions: Are all the concepts that reading tests are attempting to measure being taught in school? What are the characteristics of effective reading programs in school (e.g., amount of time, methods, materials, assistance, and support)? and What community-based variables are related to reading achievement by students in school (e.g., socio-economic and ethnic composition, population mobility, and language difficulty)? Since most previous Scarborough data indicated that the magnitude of the problem in reading achievement was most evident in Grade 6 test scores, this study collected data related to the reading instruction experiences of a group of students in Grade 3 (1968-69), Grade 4 (1967-70), and Grade 5 (1970-71) in an attempt to account for the reading test scores they obtained in Grade 6 (September, 1971). The primary emphasis of the study was placed on the development of comprehension ability. The results of the study indicated that the Gates-MacGinitie Reading Test measures many of the concepts being taught in

the schools, and the results of a principal questionnaire, teacher questionnaire, and reading skills questionnaire showed that there are a large number of factors related to student's reading achievement and effective reading programs in school. (TS)

ED 119 104 CS 002 406

Schnell, Thomas R. Burnett, Richard W.

A Competency-Based Approach to Preparing Secondary Level Teachers of Reading: (1) Substance and Content, (2) Philosophy and Rationale.

Pub Date 75

Note—23p.; Papers presented at the Annual Meeting of the Communications/Reading Conference (1st, Nashville, Tennessee, June 16-20, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Objectives, Content Reading, Higher Education, *Performance Based Education, *Performance Based Teacher Education, Reading Comprehension, Reading Consultants, *Reading Instruction, Reading Programs, *Reading Skills, *Secondary Grades, Study Skills, Teacher Education, Vocabulary

These two papers were presented at a two-part session on using a competency-based approach to secondary reading teacher preparation. The philosophy and rationale of a performance based approach to reading are discussed by Richard W. Burnett. Competency-based courses in secondary reading are contrasted with such courses in elementary reading and realistic constraints are noted. Thomas R. Schnell identifies essential knowledge areas and teaching skills related to reading for the secondary school classroom teacher and the potential secondary school reading specialist and describes the topics covered in a "Reading in the Secondary Schools" methods course for preparing such teachers. The topics of the units of the course are as follows: course orientation and history of reading instruction; group standardized measurement and evaluation; expectancy and readability; informal reading tests; vocabulary development and word recognition; literal comprehension skills; higher level comprehension skills; study skills; reading in content areas; instructional materials; and organization and management of reading programs. The course format of lecture-reading, performance, and field experience is explained in detail. (MKM)

ED 119 105 CS 002 408

Wilson, John A. R.

How Motivation is Learned: A Neurological Explanation. Preconvention Institute 7; Brain Functions in Reading and Reading Disability.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (New York, May 12-13, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Learning Motivation, *Learning Processes, Motivation, Motivation Techniques, *Neurological Organization, *Perceptual Development, Psychological Studies, Reading Failure, *Reading Processes, Sensory Integration

If motivation to read fails to develop, reading failure is the outcome. All of us have very delicately balanced neural systems for integrating incoming sensory inputs, evaluating their significance in the light of past experience, and storing the learning for future use. Autistic and hyperkinetic children apparently have unbalanced neurological systems. Neurotransmitters from neurons in the hypothalamus located at the base of the brain are important in excitation and inhibition of the nervous system. Different neurotransmitters from neurons in the hypothalamus work on and through the pituitary gland which releases eight hormones manufactured in the hypothalamus into the blood stream. To relate this to motivation, a model describing goal seeking behavior is used. Expectancies which are important in motivation are built into the sensory integration processing. Sommerhoff's theory of a lambda configuration as the basis for learning is presented and discussed as it applies to motivations and their patterns. Reinforcement and habituation are discussed. Reading teachers need to learn what to do to make reading both a challenge and a task at which students can succeed to utilize the motivation processes. (MKM)

ED 119 106 CS 002 410

Yonke, Annette Olsen, George E.

The Johnson School Study: Status of the Continuous Progress Program of Reading at Johnson Elementary School After One Year of Implementation (Fall 1974 - Spring 1975). Technical Report.

Roosevelt Univ., Chicago, Ill. Coll. of Education. Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date 75

Note—64p.; Figure 1—Reading Mastery Record Care—removed due to reproducibility; Prepared by the Research and Development Center

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrator Attitudes, Changing Attitudes, *Continuous Progress Plan, Elementary Education, Individualized Instruction, *Inner City, *Program Descriptions, *Program Effectiveness, *Program Evaluation, *Reading Programs, Reading Research, Teacher Attitudes

This study reports the results of a year long investigation conducted by the Research and Development Center of Roosevelt University, College of Education. The study was designed as an inquiry into the first year of a school system's attempt to implement a program of continuous progress for inner-city elementary school students in the city of Chicago. The Continuous Progress Program (CPP) employs the concepts of mastery learning in an individualized instructional setting, based on the following concepts: learning is continuous; skills development proceeds in a spiral sequence; instruction is tailored to the individuals' needs; and each child must have opportunities to experience success. The eight chapters examine such topics as teachers' attitudes toward change; teachers' perceptions of CPP; administrators' perceptions of CPP; differences between key informant teachers' perceptions of CPP in five categories; classroom management of CPP; individual instruction at Johnson school; and the conclusions and recommendations of this study. At the time of this evaluation, both classroom observations and teacher and administrator interviews revealed the state of implementation to be quite low. (TS)

ED 119 107 CS 002 411

Bewley, Wesley Leon

The Effects of Family Structure, Socioeconomic Status, and Pupil Gender upon Children's Reading Readiness Scores.

Pub Date 75

Note—163p.; Ph.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3083, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, *Family Structure, Primary Education, *Reading Readiness, *Reading Readiness Tests, Reading Research, Sex Differences, *Social Factors, *Socioeconomic Status

This study investigated the relationship of the combined factors of family structure, socioeconomic status, and pupil gender to reading readiness scores. Specifically, the study attempted to determine if there were significant differences among mean reading readiness scores when pupils were grouped by family structure; socioeconomic status; gender; family structure and socioeconomic status; family structure and gender; socioeconomic status and gender; and family structure, socioeconomic status, and gender. The subjects for the study consisted of 223 kindergarten pupils from 15 elementary schools in Oklahoma. Data for each pupil were determined by the Hollingshead Two-Factor Index of Social Position; male or female; and the Metropolitan Readiness Tests score. Some of the conclusions drawn from the study were that socioeconomic status apparently affects reading readiness scores; girls can be expected to score higher than boys; family structure alone is apparently an inadequate predictor of reading readiness scores; and a combination of the three main variables (family structure, socioeconomic status, and gender) could be used to predict general reading readiness scores. (Author/TS)

ED 119 108 CS 002 412

Bogue, Carole Jo Hoffman

The Effect of a Token System on Reading Achievement and Attitude toward Reading.

Pub Date 75

Note—242p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3887, MFilM \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Anglo Americans, Doctoral Theses, Elementary Education, Lower Class Students, Lower Middle Class, Mexican Americans, Motivation, *Positive Reinforcement, *Reading Achievement, *Reading Instruction, Reading Skills, *Student Attitudes

This study was designed to ascertain whether reading achievement and attitude toward reading of students in grades two, four, and six can be improved through implementation of a token system within regular reading programs. Two schools were assigned to the experimental and two to the control treatment, with an equal number of classrooms from the three grades in each treatment group. All subjects (Anglo and Mexican American students of lower-middle and lower socioeconomic levels) were pretested in speed and accuracy, vocabulary, comprehension, and attitude toward reading. A reward system of tokens redeemable for reinforcing events was implemented in the reading programs of the experimental groups. The control group received conventional reading instruction without the token system. Analysis of posttests on reading achievement and attitude toward reading showed that the token system was effective for all indices of reading achievement but not for reading attitude. (Author/JM)

ED 119 109 CS 002 413

Brown, David Marshall

The Effect of Release and Free Time as Reinforcement on Reading Achievement in Fourth-Grade Students.

Pub Date 75

Note—139p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4666, MFilM \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Early Reading, Grade 4, *Independent Reading, *Positive Reinforcement, Primary Education, *Reading Achievement, Reading Comprehension, Reading Development, *Reading Research, Teaching Methods, Vocabulary Development

Three groups of twenty-five children in fourth-grade reading classes were selected for this study. The subjects in class one received plastic tokens for desirable reading responses. The tokens were exchanged for release time from the classroom while reading instruction was in progress. The subjects in class two also received tokens for desirable reading responses. Their tokens were exchanged for free time in the classroom while reading instruction was in progress. The subjects in class three were a control group which received conventional forms of reinforcement such as grades and praise. The classes were tested before and after the eleven weeks of treatment. The Reading Subtest of the California Achievement Test was employed. Some of the conclusions reached were that release time and free time were both superior to conventional class procedures in increasing vocabulary reading achievement; free time was superior to release time in increasing vocabulary reading achievement; and release time was superior to both free time and conventional classroom procedures in increasing composite reading achievement. (Author/TS)

ED 119 110 CS 002 415

Cox, Janet Elizabeth

A Comparative Study of Two Approaches for Teaching Reading: Basal Reader Plus Management System Versus Basal Reader.

Pub Date 75

Note—106p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2218, MFilM \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Basic Reading, Behavioral Objectives, Doctoral Theses, Intermediate Grades, *Management by Objectives, *Reading Instruction, Reading Research, *Structural Analysis, *Word Study Skills

Identifiers—*Wisconsin Design for Reading Skill Development

This study compared the achievement of students instructed by the use of a management system, Wisconsin Design for Reading Skill Development (WDRSD), for word attack skills in addition to the basal reader approach with the achievement of students instructed by the use of the basal reader approach alone. Two hundred forty-four fourth grade students from the school district of Greenville County, South Carolina comprised the sample population. On the basis of mean scores of the Comprehensive Test of Basic Skills administered in 1973 four schools were matched as closely as possible. Two of the schools used the basal reader approach with the addition of the management system for word attack skills and the other two schools used the basal reader approach without the addition of the management system. Students in both groups received instruction through the materials of one of four basal reading series, Open Highways, Ginn 360, Read, or Houghton Mifflin program. An analysis of data indicated no statistically significant difference between any of the factors investigated. In light of this, the additional expense of a management system may not be necessary. (Author/MKM)

ED 119 111 CS 002 416

Ideas for Reading Learning Centers.

International Reading Association, Newport Beach, Calif. California Reading Association.

Pub Date 73

Note—105p.

Available from—California Reading Association, 3400 Irvine Avenue, Suite 211, Newport Beach, California 92660 (\$4.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Elementary Education, *Learning Activities, Phonetic Analysis, *Reading Centers, *Reading Comprehension, *Reading Games, *Structural Analysis, Study Skills, Vocabulary

This book offers approximately 100 reading activities for use by teachers in the learning center. The activities are divided into such categories as readiness, vocabulary, phonetic analysis, structural analysis, comprehension, creative writing and study skills. Most of the activities describe the objective, materials needed, procedure, directions, and variations of the activity. Included are activities with such objectives as working on word meaning, matching synonyms, practicing word recognition, identifying letters, spelling, recognizing vowel and consonant sounds, learning suffixes and contractions, remembering details, finding main ideas, following directions, organizing a story, and using the telephone directory. (TS)

ED 119 112 CS 002 417

Skill Cards for Open-Ended Gameboards, Set A.

International Reading Association, Newport Beach, Calif. California Reading Association.

Pub Date 75

Note—44p.

Available from—California Reading Association, 3400 Irvine Avenue, Suite 211, Newport Beach, Calif. 92660 (\$4.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Beginning Reading, Elementary Education, *Phonics, *Reading Games, *Reading Instruction, *Reading Materials, *Reading Skills, Word Recognition

These skill cards and answer cards were designed for open ended game boards but may be used with any open ended game to reinforce reading skills. There are twelve sets in the packet. Each set contains twenty skill cards and one answer card. The topics for the sets are: long vowel substitution, short vowel substitution, consonant digraph substitution, consonant substitution, and consonant blend substitution. Suggestions for use of the skill cards include storage and marking of the cards and limiting players on open ended gameboards to two to four players. (MKM)

ED 119 113 CS 002 418

Piestrup, Ann McCormick

Black Dialect Interference and Accommodations of Reading Instruction in First Grade. Monograph No. 4.

California Univ., Berkeley. Language and Behavior Research Lab.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jul 73

Note—219p.; Some tables may reproduce poorly due to small print

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Dialects, Elementary Education, Grade 1, Interference (Language Learning), *Negro Dialects, *Reading Difficulty, *Reading Instruction, *Teaching Styles, Teaching Techniques

In order to investigate the effects of dialect interference on learning to read and the ways teachers accommodate reading instruction for first grade black children, observations and tape recordings were made of reading instruction in fourteen predominantly black classrooms, showing episodes of potential dialect conflict and six teaching styles: vocabulary approach, decoding approach, standard pronunciation approach, white liberal approach, black artful approach, and interrupting approach. A dialect measure was administered to 208 black children and reading test scores were obtained, while teachers were placed in accommodation or interference groups and in teaching style groups. The black artful group had significantly higher reading scores than the interrupting and white liberal groups, and significantly lower dialect scores than the interrupting and vocabulary groups. There was a significant negative correlation between dialect and reading scores for all groups. Black artful teachers were high on task orientation and mutuality of communication and interrupting teachers were low on both dimensions. (Author/JM)

ED 119 114 CS 002 419

Weitzman, Lenore J. Rizzo, Diane

Biased Textbooks: Images of Males and Females in Elementary School Textbooks in Five Subject Areas; What You Can Do about Biased Textbooks.

National Foundation for the Improvement of Education, Washington, D.C.

Pub Date 74

Note—15p.

Available from—National Foundation for the Improvement of Education, 1156 15th Street, N.W., Suite 918, Washington, D.C. 20005 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Discriminatory Attitudes (Social), Elementary Education, Mathematics Instruction, Racial Discrimination, *Reading Instruction, Sex Stereotypes, Social Sciences, *Textbook Bias, Textbook Research, *Textbook Selection, Textbook Standards

This research report focuses on the latent content of textbooks, the information attempting to instruct the child in ethical and moral values. Textbooks being used in the average classrooms in the United States today in grades one through six were examined and analyzed to discover the way the two sexes are portrayed and the types of behavior encouraged for each. The major focus of this analysis was textbook illustrations. Three major classifications were used: age, race and sex of individuals portrayed. Illustrations of adults comprise 28% of the pictures in the first grade and 73% in the sixth grades. Eighty-one per cent of the illustrations portrayed whites, while only 8% portray blacks. The percentage of illustrations of females varies by grade level from 32% in the second grade to only 20% by the sixth grade. The world of boys is shown as one of action and energy; the world of girls is shown as one of passivity, watching, and waiting for boys. While men are shown in over 150 occupational roles, almost all the women in textbooks are housewives. Science was discovered to have the most male oriented tests. Suggestions for what individuals can do about biased textbooks are listed for students, teachers, teacher groups, administrators, and parents and community groups. (MKM)

ED 119 115 CS 002 420

Smith-Gold, David A.

An Examination of Factors Affecting Success of E.O.F. [Educational Opportunity Fund] Students.

Pub Date Dec 75

Note—13p.; Paper presented at the Annual Meeting of the National Reading Conference (25th, St. Petersburg, Florida, December 4-6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Admission Criteria, Basic Skills, *Disadvantaged Youth, Economically Disad-

vantaged, *Educationally Disadvantaged, Educational Opportunities, Educational Research, Higher Education, Junior Colleges, *Minority Groups, Models, Predictive Validity, *Reading Skills

Identifiers—*Educational Opportunity Fund, EOF
This paper argues that the problems of minority and disadvantaged students at traditional colleges and universities are different from those students attending junior or community colleges. The goals and guidelines set up by the E.O.F. (Educational Opportunity Fund) Community Advisory Board at Rutgers University in Newark are delineated and criticized. Also included in this paper are two studies designed to investigate what, if any, particular factors could be identified which represented a profile useful in developing admissions criteria for E.O.F. students. From the data it was concluded that there are levels in several basic skills areas below which there is little chance that these students can complete a four-year traditional college program. Depending upon base competency levels for disadvantaged students established at each institution, if students do not possess the necessary minimal skills, they could be referred to other institutions as well as given some counseling on alternate programs to help them meet their academic, social and employment ambitions. (TS)

ED 119 116 CS 002 421

Easley, Dorothy Johnson

A Comparative Study of the Kindergarten Child's Comprehensive Vocabulary Development and Readiness-To-Read Vocabulary Development.

Pub Date 75

Note—127p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4629, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Beginning Reading, Doctoral Theses, Kindergarten Children, Primary Education, *Racial Factors, *Reading Readiness, Reading Research, *Sex Differences, *Vocabulary Development, Vocabulary Skills

This study was designed to determine the relationship between sex, race, and the vocabulary development of kindergarten children essential for readiness to read. Fifty-one kindergarten children (twenty-nine males and twenty-two females) from Texas public schools were given the Peabody Picture Vocabulary Test and the vocabulary subtest of the Metropolitan Readiness Test. The comprehensive and readiness-to-read vocabulary scores were analyzed by means of a Pearson's Product Moment coefficient of correlation. Some of the findings were that there was no significant difference between comprehensive vocabulary scores of male and female children, nor were there any significant differences between readiness-to-read vocabulary scores. There were also no significant differences between comprehensive vocabulary scores of black and white children. It was concluded that kindergarten children have a similar rate of development in comprehensive and readiness-to-read vocabulary; both males and females possess equal skill necessary for beginning reading instruction; and black and white children do show a difference in readiness-to-read vocabulary development. (Author/TS)

ED 119 117 CS 002 422

Fey, Thomas Frederick

A Comparison of Computer and Teacher Prepared Individualized Reading Prescriptions.

Pub Date 75

Note—127p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4231, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Computer Assisted Instruction, Computer Programs, *Digital Computers, Doctoral Theses, Elementary Education, Grade 5, *Individualized Reading, *Reading Diagnosis, Reading Research, Recreational Reading, Remedial Reading

The purpose of this study was to compare the individualized reading prescriptions prepared by a digital computer, classroom teachers, and reading teachers with those prepared by a panel of experts. Selected fifth graders were administered three instruments: the Gilmore Oral Test;

selected items from the McGraw-Hill Prescriptive Reading Inventory (PRI); and an Interest Inventory developed by the investigator. From this data, as well as a list of reading activities and a list of books for recreational reading, all three groups and the computer selected recreational books and activities for the remediation of the ten skills tested on the PRI. The findings indicated that the computer was significantly more accurate in matching the experts' prescriptions than either the classroom teachers or reading teachers; the computer was able to prepare the prescriptions in less time than the teachers; and the computer prescriptions were prepared at less expense than the teacher prescriptions. (Author/TS)

ED 119 118 CS 002 423

Holick, Robert Joseph

A Comparison of Reading Vocabulary and Reading Comprehension Skills between Bilingual and Monolingual Czech-American Students.

Pub Date 75

Note—229p.; Ph.D. Dissertation, Texas A&M University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3645, Mfilm \$7.50, Xerography \$10.00)

Document Not Available from EDRS

Descriptors—*Bilingualism, Doctoral Theses, Elementary Education, *Monolingualism, Reading Achievement, *Reading Comprehension, Reading Research, *Reading Skills, Sex Differences, *Vocabulary Skills

Identifiers—*Czech Americans

This study investigated whether reading achievement differed between bilingual and monolingual students in the fifth, sixth, and seventh grades in several Texas schools where the Czech-American culture is significant. Selected bilinguals and monolinguals were compared in the factors of sex, age, grade level, reading vocabulary scores, reading comprehension scores, total reading scores, socio-economic status, and intelligence scores. An initial analysis revealed no significant differences between bilinguals and monolinguals in demographic and reading variables; sex was a significant factor in regard to the reading variables; and socio-economic status was associated with students' reading ability. The three major conclusions were that bilinguals read as well as monolinguals; females read better than males at these grade levels; and students from high socio-economic levels read better than students from low socio-economic levels. (Author/TS)

ED 119 119 CS 002 424

McCarthy, David Neil

A Confluent Reading and English Fundamentals Curriculum: Derivation, Description, and Evaluation.

Pub Date 75

Note—295p.; Ph.D. Dissertation, University of California, Santa Barbara

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2736, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Community Colleges, *Curriculum Design, Doctoral Theses, *English Curriculum, *Humanistic Education, Junior Colleges, *Models, Reading Comprehension, *Reading Programs, Teaching Models

Confluent education is the intentional integration of the affective and the cognitive domain in curriculum design and classroom teaching. The purpose of this study was to define, operationalize, and empirically evaluate a confluent reading/English fundamentals curriculum for community college students. A theoretical model was developed to describe how this integration would take place within a language arts curriculum. Two groups of twenty and nineteen randomly assigned students were tested; reading comprehension tests consisted of a cloze test and comprehension questions arranged along the levels of Bloom's Taxonomy I. Self-concept was measured by the Bills-Vance-McClean Index of Adjustment and Values. The Brown-Holtzman survey of Study Habits and Attitudes yielded scores for work methods, delay avoidance, teacher approval, and education acceptance. One group was a control group, the other received a curriculum identical to the model. It was concluded that a confluent language arts curriculum was able to effect significant changes in student self-concepts.

The students also showed improvement in work methods, teacher approval, and reading comprehension. (Author/TS)

ED 119 120 CS 002 425

Neubauer, Irene Chalmers

A Study of Grade and Subject Placement of Selected Reading Study Skills and Their Subsequent Instructional Importance in the Subject Areas of Reading and Social Studies.

Pub Date 75

Note—216p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2161, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Content Reading, Doctoral Theses, Elementary Education, Reading Research, *Reading Skills, School Surveys, *Social Studies, *Study Skills, *Teacher Attitudes

This study looked at the problem of why reading study skills were not being used well as indicated by the research which was reviewed. One way to examine this problem was to find out where teachers believed selected reading study skills ought to be taught. In addition, this study investigated how important teachers believed each selected reading study skill was for the grade level where most of their teaching was done. A stratified random sample of 946 third, fourth, fifth, and sixth grade reading and/or social studies teachers were asked to respond to a questionnaire designed to gather the necessary data. Thirty-seven reading study skill items were included in the questionnaire. Some of the conclusions reached were that the 37 selected reading study skills were generally viewed as important; some of the reading study skills were generally supported by responses indicating only one of the investigated subject areas as the instructional setting choice; the third grade teachers generally showed a pattern of identifying an item's degree of importance at the lower end of an item's range of means. (Author/TS)

ED 119 121 CS 002 426

Impact of Oregon Education: An Assessment of Reading, 1975. Executive Summary.

Oregon State Dept. of Education, Salem.

Pub Date Dec 75

Note—11p.; For related document, see

CS002427

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Achievement Tests, Behavioral Objectives, *Criterion Referenced Tests, Elementary Education, Grade 4, *Reading Achievement, Reading Comprehension, *Reading Tests, Study Skills, Vocabulary, *Word Study Skills

Identifiers—*Oregon Statewide Assessment Program

The most significant findings and recommendations of the 1975 Oregon Statewide Reading Assessment are highlighted in this summary intended for a nontechnical audience. A criterion-referenced test was developed to test the reading achievement of fourth graders in the areas of word attack skills, comprehension skills, study skills and vocabulary skills. A statewide pilot test of reading was administered in 1974 and in 1975 a full-scale reading assessment was administered to a sample of 25 percent of Oregon's fourth graders. The results indicated that student performance was satisfactory or better on 18 out of 25 reading objectives. Students performed better in the areas of word attack and vocabulary skills than in the areas of comprehension and application-study skills. Groups which performed above the state average were students who had never failed a grade or been held back, students from the eastern region of the state, girls, and students less than ten years old. Most students who needed assistance in reading were receiving that help. (MKM)

ED 119 122 CS 002 427

Impact of Oregon Education: An Assessment of Reading, 1975. General Report.

Oregon State Dept. of Education, Salem.

Pub Date Dec 75

Note—63p.; For related document, see

CS002426

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Educational Assessment, Elementary Education, Evaluation Criteria, Grade 4, Program Content, Program Descriptions,

*Reading Ability, *Reading Achievement, Reading Instruction, *Reading Programs, State Programs
Identifiers—*Oregon

The basis for this report is an assessment by teachers, administrators, students and parents on how well Oregon's fourth graders are reading. The project was specifically designed to reflect concerns and goals which Oregon citizens regarded as relevant to their children's education. The first section of this report discusses the background of the assessment including such topics as setting goals, assessing student performance, the value of assessment, and how different audiences can use assessment results. The second section examines what to measure, how to measure, selecting students for the assessment, how and when assessment occurred, analyzing the data, judging the data, using the data, and the future of the assessment. Section three examines the domain levels, setting criterion levels, how criterion levels of performance were set, performance by domain area, and performance by student and district characteristics. The fourth section takes recommendations to the Oregon Legislature, to the State Board of Education and Oregon Department of Education, to the State Textbook Commission and local textbook committees, to teachers and district personnel, and to parents and citizens. (TS)

ED 119 123 CS 002 428

Dinofsky, Lillian R.

Adapting and Implementing a Pilot Television - Reading - Language Arts Program.

Pub Date May 75

Note—141p.; Maxi II Practicum, Nova University; Appendix A, Comparison Grade Level Performance Scores Grade 2-6, may have poor reproducibility

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—*Commercial Television, Composition Skills (Literary), Decoding (Reading), Doctoral Theses, Elementary Education, Language Arts, Reading Comprehension, *Reading Instruction, *Reading Programs, Word Recognition

The purpose of this practicum was to develop a supplemental reading program to meet the reading needs of upper-grade pupils in the elementary school. This program utilizes commercial television programs as the medium for: viewing of the taped program; reading of the program script; instruction in word knowledge, decoding, and comprehension skills of reading; discussion and dramatization of the oral language skills; and creative and expository written language skills. The program originated in the Philadelphia School District, and has been revised and adapted to a Brooklyn public school in order to serve the particular needs of the school and to serve as a pilot for the district's and New York City's schools. (Author/JM)

ED 119 124 CS 002 429

Bush, Clifford L. Andrews, Robert C.

Dictionary of Reading and Learning Disabilities Terms.

Pub Date 73

Note—124p.; Printed by Educational Psychological Associates Press, Matawan, N.J.

Available from—Robert C. Andrews, 21 Island Place, Matawan, New Jersey 07747 (Write for price)

Document Not Available from EDRS

Descriptors—Definitions, *Dictionaries, *Learning Disabilities, Linguistics, *Reading Diagnosis, *Reading Difficulty, *Reading Instruction, Reading Tests, Remedial Reading

This dictionary was compiled to serve teachers in the fields of reading and learning disabilities. The entries are alphabetized and include terms from related disciplines: measurement, evaluation, and statistics; linguistics; library science; psychology and learning; education; and medicine, particularly dealing with vision, sensory, and motor functions. Descriptions for terms are incomplete sentences with examples and illustrations wherever necessary for clarity. Selected specific tests with pertinent information about each may be found classified as to type in the appendix. Also in the appendix are a listing of ERIC Clearinghouses and a directory of selected major publishers. (TS)

ED 119 125 CS 002 431

Arndt, J. Richard And Others

Dynamics of a Successful Tutorial Program.

Pub Date Mar 75

Note—8p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—College Programs, Educational Objectives, *Higher Education, *Models, Program Budgeting, *Program Design, Program Evaluation, *Program Planning, *Reading Programs, *Tutorial Programs

This paper argues that the dynamics of a successful college tutorial program should include the following components: well planned objectives, goals, and standards; enough capable staff; an inservice training program; adequate financing and space; efficient paper management procedures; and an effective means of evaluation including the willingness to use the feedback obtained from the program. (TS)

ED 119 126

CS 002 432

Roney, Richard Craig

The Effects of Two Promotional Teaching Techniques on the Amount of Personal Reading and Selection of Books by Fourth Grade Children.

Pub Date 75

Note—145p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3945, MFilm \$7.50 Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, *Elective Reading, Grade 4, Independent Reading, Intermediate Grades, *Reading Habits, *Reading Instruction, *Reading Interests, Reading Research, Recreational Reading, Teacher Behavior, *Teacher Influence

This study was designed to consider whether, by introducing fourth grade children to books by two promotional techniques, teachers can influence: (1) the amount of personal reading done by children, (2) which books these children select for personal reading, and (3) the attitude of the children toward the books they select. In each of reading, and (3) the attitude of the children toward the books they select. In each of ten classes selected for the study, the teachers promoted equal numbers of books by reading segments of books to their children and by a bulletin board display. Other books designated control books were not promoted. All books were randomly selected and assigned to each of the three treatment groups for each class. The books ranged in difficulty from a readability of 2.5 to 5.5 and included a variety of fiction of interest to fourth grade children. Each class received two paperback copies of all books in each of the three treatment groups. The children were permitted to borrow these books and read them at home or in class during free reading time. Results of this study indicated that the use of promotional techniques by teachers did not have a uniform effect on children. Where the techniques were effective, oral reading of segments of books was generally more effective than use of a bulletin board display. (Author/MKM)

ED 119 127 CS 002 433

Rosenkranz, Catherine Isabella Rogers

The Efficacy of Cloze Procedure for Estimating Reading Ability of Students and Readability of Materials in Adult Fundamental Education Programs.

Pub Date 75

Note—139p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,868, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Adult Basic Education, *Cloze Procedure, Doctoral Theses, High School Equivalency Programs, *Readability, *Reading Ability, Reading Programs, Reading Research, *Reading Tests

The purpose of this study was to determine whether cloze procedure could be used in adult literacy programs serving those students reading from about fourth grade reading equivalent level through high school equivalency level. This research investigated three questions: (1) Is cloze procedure acceptable for this group? (2) Can cloze procedure be used to match students to instructional materials? and (3) Can it be substituted for standardized tests? Eighty-five Rhode

Island students, 35 in advanced Adult Basic Education (ABE) classes and 50 in high school equivalency classes, completed cloze passages. Passages were taken from these sources: commercial materials for advanced ABE students and for high school equivalency students, and passages previously tested on elementary and secondary students. Deletions were at the 1:5 ratio. Data analysis was done on exact replacements. The cloze procedure was found acceptable, as fewer than 25 percent of the students rated it uninteresting and only seven per cent of the 122 items were not attempted by at least 75 per cent of the students. It appears to be useful in matching students to instructional materials. The data proved insufficient to answer the question on substitutability for standardized tests. (Author/MKM)

ED 119 128

CS 002 434

Skapof, Jerome

Sensory Hierarchical Organization and Reading.

Pub Date 75

Note—130p.; Ed.D. Dissertation, Yeshiva University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4555, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Auditory Discrimination, *Beginning Reading, Doctoral Theses, Dyslexia, Kinesthetic Perception, *Perception, Primary Education, Psycholinguistics, Psychological Studies, Reading Instruction, *Reading Processes, Reading Readiness, Reading Research, *Sensory Experience, Word Recognition

The purpose of this study was to judge the viability of an operational approach aimed at assessing response styles in reading using the hypothesis of sensory hierarchical organization. A sample of 103 middle-class children from a New York City public school, between the ages of five and seven, took part in a three phase experiment. Phase one sought to determine the existence of a hierarchical relationship among three reading performance objectives—word recognition and meaning (RT 1), auditory discrimination (RT 2), and tactile discrimination of letters (RT 3). Phase two consisted of determining the existence of a hierarchical relationship among six sets of operationalized sensory perceptual conflict tasks. Phase three sought the relationship between the reading task hierarchy and the sensory perceptual hierarchy. Statistical analysis for phase one was significant at the .05 level, showing a dependency relationship between tasks. On the basis of this relationship a hierarchical relationship could be inferred in which RT 1 was at the apex, RT 2 occupied the center, and RT 3 occupied the base. Phase two revealed no statistically significant result. Phase three could not be carried out since the hypothesis in phase two was not accepted. (Author/MKM)

ED 119 129

CS 002 435

Viars, Theodore J.

The Effect of a Fixed Lower Student-Staff Ratio Utilizing Paraprofessionals and Variable Fixed Time Changes on Reading Scores of Grade Six Students with Deficiencies in Basic Reading Skills.

Pub Date 76

Note—112p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3872, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Grade 6, *Paraprofessional School Personnel, *Reading Achievement, *Reading Instruction, Reading Research, *Remedial Reading, Supplementary Education, *Time Factors (Learning)

The purpose of this study was to investigate the effects of a supplementary reading program utilizing paraprofessionals and increased instructional time on the reading scores of grade six students with identified deficiencies in basic reading skills. To achieve this purpose, the test scores of three experimental groups were compared with the scores of students receiving regular time and regular student/staff ratio. One experimental group received increased staff time utilizing paraprofessionals, the second experimental group received increased instructional time; and the third experimental group received both increased

staff time and increased instructional time. Teaching methodology, materials, and equipment were the same for all groups. The test scores of the three experimental groups were compared to further study the effect of student/staff ratio and increased time on the test scores of students. The study indicated that supplementary programs in reading skill development significantly improved total reading scores for students who received the three experimental conditions. Further, the third condition of reduced student/staff ratio and increased instructional time significantly improved total reading scores when compared to all other conditions. (Author/MKM)

ED 119 130 CS 002 436

Wilmot, Margaret Price

An Investigation of the Effect upon the Reading Performance and Attitude toward Reading of Elementary Grade Students, of Including in the Reading Program a Period of Sustained, Silent Reading.

Pub Date 75

Note—157p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3968 MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Elementary Education, Intelligence Quotient, *Reading Achievement, Reading Comprehension, *Silent Reading, Socioeconomic Status, *Student Attitudes

Identifiers—*Sustained Silent Reading

From November 1972 through June 1973 an experiment was conducted with 576 students (in grades two, four, and six) to determine if there were significant differences in reading performance and attitude toward reading between students in programs which included a daily period of sustained, silent reading (SSR) and those in programs which did not. The SSR involved students and teachers in daily silent reading of material of their own choice with no evaluation associated with the reading. Attitude toward reading was measured by the Wilmot Reading Attitude Inventory, reading performance by the vocabulary and comprehension subtests of the Gates Primary B and Survey D Reading Tests. Results of analysis showed that students in fourth and sixth grades in the SSR group had significantly better attitudes toward reading than those in control groups in those grades, control group students' performance on comprehension was significantly better in all grades, and there was no significant difference between the groups in performance on the vocabulary test. (Author/JM)

ED 119 131 CS 002 437

Douglass, Malcolm P., Ed.

Claremont Reading Conference 37th Yearbook: Reading Between and Beyond the Lines: Proceedings of the Claremont Reading Conference (40th, Claremont, California, February 9-10, 1973).

Claremont Graduate School, Calif.

Pub Date 73

Note—225p.

Available from—Malcolm P. Douglass, Claremont Reading Conference, Claremont Graduate School, Claremont, Calif. 91711 (Write for price)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conference Reports, Decoding (Reading), *Dyslexia, Educational Alternatives, Eyes, *Hearing Loss, Learning Disabilities, Reading Difficulty, Reading Instruction, *Reading Processes, *Reading Research, Second Language Learning, Yearbooks

The essays in this book reflect some of the major ideas discussed at the Claremont Reading Conference of 1973. Included are such essays as "Reading as Second Language Learning" by Susan Ervin-Tripp, "Feminine Subculture and Female Mind" by Nancy Reeves, "The Home Language of Chicanos as a Medium of Instruction" by Eduardo Hernandez-Chavez, "From Sound to Symbol: A Natural Approach to Reading" by Charles Herbert and Anthony Sancho, "The Teacher as Playwatcher" by Elizabeth Brady, "Reflections on Adult Unlearning" by Luanne King, "The Anguish and Joy of Creating Educational Alternatives" by Mary Giorgi, "Promoting Motivation through Inter-Related Cognitive and Effective Factors" by Stanley Coopersmith and Ronald Feldman, "Beyond

MorPhemes and Phonemes: Getting the Meaning from English Spelling" by F. H. Brengelman, "Medical and Epidemiological Aspects of Reading Disability by H. R. Huesey, "Can Reading Problems be Predicted?" by Herold Lillywhite, and "Dyslexia and the Eye" by Eugene Helveston. (TS)

ED 119 132 32 CS 002 439

Criterion Reading Instructional Project (CRIP).

Linden Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—23p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Developmental Reading, *Language Arts, Primary Education, Program Descriptions, *Program Effectiveness, Program Evaluation, *Reading Instruction, *Reading Programs

Identifiers—CRIP, *Criterion Reading Instructional Project, Elementary Secondary Education Act Title I, ESEA Title I

This booklet describes the Linden Title I Program between the years 1971-1974, with a focus on the Criterion Reading Instructional Project (CRIP). The program (in Linden, New Jersey) evolved from a supplemental reading and mathematics program to a structured developmental program of language arts designed to meet the needs of primary grade students. The booklet discusses such topics as the philosophy, administration, and evaluation of the program, and identifies Title I students. (TS)

ED 119 133 CS 002 440

Farr, Roger, Ed. And Others

Improving Reading Research.

International Reading Association, Newark, Del.

Pub Date 76

Note—126p.; Papers presented at the Preconvention Institute on Research of the Annual Meeting of the International Reading Assn. (19th, New Orleans, Louisiana, May 1-4, 1974); Some pages may have marginal reproducibility due to type size

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 484, \$3.50 member, \$5.00 non-member)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Higher Education, *Improvement, Linguistics, Measurement Instruments, *Reading Research, Research Criteria, *Research Design, *Research Methodology, *Research Needs, Research Problems

This book includes papers related to reading research from the International Reading Association's 1974 preconvention institute on research held in New Orleans. The introduction by Samuel Weintraub and Roger Farr discusses such questions as: Where does reading research need to be improved? What is research? What areas of reading research demand emphasis? Some of the other articles include "Identifying and Planning Reading Research" by Helen Robinson, "Design Problems in Reading Research" by James Wardrop, "Measurement Issues in Reading Research" by Harold Bligh, "Conducting Longitudinal Research in Reading" by Kathryn Blake and Jerry Allen, "Interpreting the Findings: Some Cautions" by Albert Harris, "Linguistics in Reading Research" by Ronald Wardhaugh, "Linguistically Sound Research in Reading" by Kenneth Goodman, "Social Aspects of Working with the Schools" by Nicholas Anastasiow, and "Reporting: The Last Major Step in the Research Act" by Bruce Tone. (TS)

ED 119 134 CS 002 441

Courtney, Leonard, Ed.

Reading Interaction: The Teacher, The Pupil, The Materials.

International Reading Association, Newark, Del.

Pub Date 76

Note—114p.; Selection of papers from the Annual Meeting of the International Reading Association (New Orleans, Louisiana, 1974)

Available from—International Reading Association, 800 Barksdale Rd., Newark, Delaware 19711 (Order No. 483, \$3.50 member, \$5.00 non-member)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Decoding (Reading), *Instructional Materials, Migrant Youth, *Parent Teacher Cooperation, *Reading Instruction, *Reading Programs, Reading Research, Teacher Attitudes, Teacher Education, *Teacher Role, Teaching Methods

This collection of articles focusing on reading interaction is divided into three major sections: The Teacher; Teacher and Pupil; and Teacher, Pupil, and Materials. The first section discusses such topics as the teacher's important role in reading improvement; disseminating research among classroom teachers; and aspects of teacher education. The second section discusses such topics as increasing parent-teacher interaction; a systematic approach to teaching decoding skills; and teaching reading and literature to the disadvantaged. Section three discusses such topics as teaching migrant children; bilingual bicultural education; a classroom reading program; children's reading and attitude change; and how publishers develop instructional materials. (TS)

ED 119 135 CS 002 442

Gavigan, Patrick Hesemann, John

Indiana Educational Needs Assessment Project:

An Introduction to the Analysis of Correlates of Reading Skills in Indiana Public Schools.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Innovative and Exemplary Education.

Pub Date Nov 75

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Educational Assessment, *Educational Needs, Elementary Secondary Education, Evaluation Needs, *Program Evaluation, Reading, *Reading Achievement, Reading Programs, Reading Research, *Reading Skills

Identifiers—Indiana, *Indiana Educational Needs Assessment Project

This report is part of an overview of the aspirations, methods, and summary results of associational analyses of Indiana assessment data. The study was based on the recognition of policy makers' needs to understand the causes of existing conditions in their schools and to be able to evaluate compound implications of their actions. A survey data base was used and an effort was made to select variables which corresponded directly to present policy questions and which could be supported by a review of recent literature. Scaling was kept to a minimum and no a priori assumptions were formulated about what analyses might signify. The first section examines the background, purposes, methods, procedures, and major results obtained by a reanalysis of the 1973 assessment data. The major objectives of this study were to determine which aspects of the instructional process are most effective in increasing reading performance, and which of those important characteristics which govern reading ability could be altered within the context of the educational community. The second section is a summary of preliminary investigations. The third section is a summary of results with the student as the unit of analysis. The fourth section is a summary of results with the school as the unit of analysis. The two attachments include variable definitions and selected references. (TS)

ED 119 136 CS 002 443

Elliott, Robert C.

Comparative Value of a Systematic Diagnostic and Prescriptive Approach to the Teaching of Reading (Instructional Management System).

Pub Date Dec 75

Note—127p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Diagnostic Teaching, Doctoral Theses, *Program Evaluation, Reading Achievement, Reading Comprehension, Reading Diagnosis, *Reading Research, *Reading Skills, Sex Differences, Teacher Education, *Teaching Methods, Vocabulary Development

Identifiers—WDRSD, *Wisconsin Design for Reading Skills Development

The primary purpose of this study was to determine the value of familiarizing third grade teachers with specific reading skills and to describe the effects of their using the word-attack element of the Wisconsin Design for Reading Skills Development (WDRSD) as an instructional

management system for improving the achievements in reading comprehension, reading vocabulary, and total reading. Secondary purposes were to determine the differences between high, middle, and low aptitude subgroups and between male and female subgroups. During 1973-74, the experimental group of 285 students received WDRSD treatment, and the control group of 220 students did not. During May 1974, all students were given the Short Form Test of Academic Aptitude and the Comprehensive Test of Basic Skills to determine aptitude and achievement. The tests of hypotheses showed no significant difference in reading comprehension, reading vocabulary, and total reading achievement between treatment and control group; and no difference in reading between high, middle, and low aptitude pupils of the two groups. However, in both experimental and control groups, female subgroups surpassed their male counterparts. (Author/TS)

ED 119 137 CS 002 444

Robeck, Mildred C.
Sensorimotor Bases for Language.
Pub Date 75

Note—17p.; Paper presented at a Preconvention Institute of the International Reading Association (New York, N.Y., May, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Auditory Perception, *Child Language, Cognitive Development, Early Childhood Education, *Language Development, Language Learning Levels, Language Research, Linguistics, *Neurolinguistics, Neurology, Nucleation (Language Learning), *Perceptual Development, Perceptual Motor Learning, *Psycholinguistics, Sensory Integration, Speech Skills

Some very practical questions about how children learn the first language compel us to study brain functions and how these functions evolve. They also bring the studies of linguistics and neurology together. The purpose of this paper is to relate some of the research that describes language acquisition with the research about the early development of the human brain, particularly the sensory systems that are involved in speech. Three interrelated propositions that are considered are: (1) that structures for speech are genetically transmitted, including distinct cognitive and affective mechanisms in the brain; (2) that critical periods in development render the child susceptible to particular environmental stimulation according to a predictable sequence which peaks and declines; and (3) that language itself supports and facilitates thought including special learning, and action on objects. These propositions are considered within the chronology of language development, beginning with neonatal response to sound, through sensorimotor integration in infancy, and into the rapid acquisition of propositional language in early childhood. (MKM)

ED 119 138 CS 002 446

Massaro, Dominic W., Ed.
Understanding Language: An Information-Processing Analysis of Speech Perception, Reading, and Psycholinguistics.
Pub Date 75

Note—424p.
Available from—Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 (\$16.50 cloth)

Document Not Available from EDRS

Descriptors—Eye Movements, Learning Processes, Linguistic Theory, *Nucleation (Language Learning), *Psycholinguistics, *Reading, Reading Processes, Semantics, *Speech, Syntax, Word Recognition

In an information-processing approach to language processing, language processing is viewed as a sequence of psychological stages that occur between the initial presentation of the language stimulus and the meaning in the mind of the language processor. This book defines each of the processes and structures involved, explains how each of them operates, and articulates the current state of the art in speech perception, reading, and psycholinguistics. The book's four sections focus on the information processing approach; perception—articulatory and acoustic characteristics of speech sounds, acoustic features used in speech perception, and theories and dynamic aspects of speech perception; reading—dynamics of the reading process, reading eye movements, visual features used in reading, and theories of reading;

and psycholinguistics—the latest advances in theory, dynamic aspects of word and phrase recognition, and the role of syntactic and semantic structure in the processing of language. (JM)

ED 119 139 CS 002 447

Latham, William, Ed.
The Road to Effective Reading.
Pub Date 75

Note—192p.; Proceedings of the Annual Study Meeting of the United Kingdom Reading Association (10th, Totley-Thornbridge, Sheffield, England, 1973)

Available from—Ward Lock Educational, 116 Baker Street, London W1M 2BB, England (2.50 pounds, paper)

Document Not Available from EDRS

Descriptors—Beginning Reading, Conference Reports, Elementary Secondary Education, Language Development, Listening Skills, Literacy, Reading Achievement, *Reading Development, Reading Habits, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Readiness, *Reading Skills, Teacher Education

Identifiers—*United Kingdom Reading Association

Papers presented at the tenth annual study conference of the United Kingdom Reading Association, held at Totley-Thornbridge College of Education, Sheffield, are included in this report. The conference theme centered on the proposition that learning to read is a long-term developmental process beginning in preschool life and language experience and reaching fruition in the study skills of the effective adult reader. Topics for papers include early language development, reading readiness, beginning reading, the reading curriculum for the middle years of schooling, reading comprehension factors, teacher education, silent reading, listening skills, study skills, reading habits and interests of adults, reading achievement, and the Right to Read program in the United States of America. (MKM)

ED 119 140 CS 002 449

Manzo, Anthony V. Duffelmeyer, Fred
"Dyslexia": Toward Semantical Clarification.
Pub Date 75

Note—10p.; Unpublished study prepared at Univ. of Missouri-Kansas City, Div. of Reading Education

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Definitions, *Dyslexia, *Learning Disabilities, *Reading Difficulty, *Reading Failure, *Reading Processes

A formulated definition of the term dyslexia is proposed in this paper in order to clarify the semantical confusion which exists among both specialists and the general public. Dyslexia is explained as a generic term for severe and puzzling reading disability, found to be both acute (where reading-age lags 25 percent or more below mental age) and chronic (resistant to treatment). Qualifiers are suggested to more precisely define the term. Specific dyslexia should be used where the intention is to indicate that there is no evidence of complications. Compound dyslexia will have primary (bearing on the origins of the problem) or secondary (resulting from the condition) complicating conditions. Etiological qualifiers should be congenital, suggesting genetic origins; psychoneurotic, suggesting origins in emotional reactions or distress; and constitutional, suggesting a disability arising from minimal brain damage, chemical imbalance, or constitutional trauma. A hierarchy of terms to describe lack of reading ability is as follows: sub-optimal, disabled, severely disabled, dyslexic, and alexic—a virtual nonreader. A distinction is made between dyslexia and illiteracy. The questionnaire sent to a number of professional educators asking their judgment on the definition of dyslexia is included. (MKM)

ED 119 141 CS 002 450

Rawson, Margaret B.
A Bibliography on the Nature, Recognition and Treatment of Language Difficulties. Revised Edition.
Orton Society, Pomfret, Conn.

Pub Date 74
Note—119p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Dyslexia, Elementary Secondary Education, Exceptional Child Research, Instructional Materials, *Language Handicaps, *Learning Disabilities, Linguistics, Medical Research, *Reading Difficulty, *Reading Failure, Remedial Instruction, Remedial Reading, Semantics

This selected bibliography contains sources relevant to the general interests and specific needs of persons concerned with language and its disorders, especially specific language disability or ineptitude in learning the basic skills of language, such as dyslexia. The list was prepared first for students in language re-education at Hood College and elsewhere and for members of the Orton Society. The editor has examined carefully almost all the works listed and has read and used many of them for various purposes. A few have been included only on recommendations of colleagues and have not been annotated. The categorical divisions are as follows: medicine, neurology, psychology, general; language and semantics; education—general; various developmental and remedial approaches to language learning; specific language disability; psychological, achievement and diagnostic tests; manuals, workbooks, instructional materials, and texts for students; journals; bibliographies; and foreign references published abroad, especially in languages other than English. Also included are a source list, a title index, an author index, and a publication year sequence index. (MKM)

ED 119 142 CS 002 451

Reading Effectiveness Program: Elementary School Guide.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.

Pub Date 74

Note—214p.; For related document see CS002452; Figures 2-4 may have poor reproducibility

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage

Descriptors—Affective Objectives, Auditory Discrimination, *Beginning Reading, Elementary Education, Grouping (Instructional Purposes), Listening Comprehension, Oral Expression, Phonics, Reading Comprehension, *Reading Instruction, *Reading Interests, *Reading Programs, *Reading Readiness, Study Skills, Visual Discrimination, Word Recognition

Identifiers—Indiana

Specific reading program objectives are included in this guide in the areas of prereading; word recognition; comprehension; study skills; and attitudes, interests, and values. Methods of determining reading ability by diagnosis and methods for estimating reading potential are discussed. Factors involved in early reading experiences which are discussed are auditory discrimination, visual discrimination, and the use of picture books and easy reading books. Approaches to reading instruction which are analyzed are the basal approach, the language experience approach, the individualized approach, the linguistic approach, the programmed approach, orthographic variations, the intensive phonics approach, and multi-media approaches. Suggestions are given on how to develop word recognition, comprehension, and study skills. The affective dimension of reading is carefully considered. Methods for developing and assessing children's interests and attitudes are explained. Also included are sections on program organization and evaluation. (MKM)

ED 119 143 CS 002 452

Reading Effectiveness Program: Middle, Junior and Secondary School Guide.

Pub Date 75

Note—239p.; For related document see CS002451

EDRS Price MF-\$0.83 HC-\$1.71 Plus Postage

Descriptors—*Content Reading, Home Economics, Intermediate Grades, Mathematics Instruction, Program Evaluation, *Reading Comprehension, *Reading Diagnosis, Reading Instruction, *Reading Programs, Science Instruction, Secondary Education, Social Studies, *Study Skills

Identifiers—Indiana

This guide offers suggestions for an all-school reading program focusing on four areas of instruction: a diagnostic-prescriptive instructional reading program, a content area instructional reading program, a recreational-leisure reading program, and an efficiency-study skills reading

program. Techniques for diagnostic-prescriptive reading include reading interest inventories, informal reading inventories, standardized reading achievement tests, and a checklist for organizing reading instruction. Suggestions are given for teaching the developmental skills of vocabulary, comprehension, and study skills. Comprehensive sections on how to teach reading in the content areas of English, social studies, science, mathematics, and home economics are provided. A materials listing indicates level and skills use of many commercial materials. Means for evaluating the all-school reading program are suggested. (MKM)

ED 119 144 CS 002 453

Elijah, David V., Jr.

A Comparison of Teacher Rankings of Reading Readiness, Metropolitan Readiness Test Score Rankings, and Socioeconomic Status Rankings of First Graders.

Pub Date 6 Feb 76

Note—13p.; Paper presented at the Annual Meeting of the Great Lakes Regional International Reading Association (Milwaukee, Wisconsin, February 6, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Elementary Education, Grade 1, *Reading Readiness, *Reading Readiness Tests, Reading Research, *Socioeconomic Status, *Student Evaluation, *Teacher Attitudes
 Identifiers—*Metropolitan Readiness Test

The purpose of this study was: (1) to determine to what extent teacher rankings of reading readiness compare with reading readiness test results, (2) to determine to what extent teacher rankings of reading readiness compare with pupil socioeconomic status, and (3) to determine to what extent reading test results compare with pupil socioeconomic status. The population for the study consisted of 536 pupils in 26 classrooms in Oklahoma City. The teacher ranking of reading readiness was done during the third week of school. The reading readiness test administered was the Metropolitan Readiness Test, Form B. Pupil socioeconomic status was determined by using a scale developed by Cecil North and Paul Hatt to classify occupations. Occupations of the head of the student's family were ranked according to this scale. The results indicated that there is a significant relationship between teacher ranking of reading readiness status of pupils and a ranking of student's Metropolitan Readiness Test scores, there is a significant relationship between a ranking of readiness test scores and socioeconomic status, and there is a significant relationship between teacher rankings of readiness and pupil socioeconomic status. (MKM)

ED 119 145 CS 002 454

Morris, Claire E.

Selecting Children's Reading. Fastbacks 18.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 73

Note—29p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 prepaid, quantity discounts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Childhood Interests, Childrens Books, *Childrens Literature, Elementary Education, *Library Material Selection, Reading Materials, *Reading Material Selection

In order to learn who determines what is available for children to read, in addition to textbooks, a study was conducted in which authors, book editors, public librarians, school librarians, teachers, parents, and children were interviewed. This booklet contains the results of the interviews and presents the author's overall conclusions, including the facts that while authors are the creators and children the re-creators, the others act as intermediaries who are aware of children, their interests, and their desired. (JM)

ED 119 146 CS 002 455

Stanchfield, Jo M.

Sex Differences in Learning to Read. Fastbacks 19.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 73

Note—32p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 prepaid, quantity discounts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Elementary Education, Individual Differences, *Males, *Reading Achievement, Reading Instruction, Reading Programs, Reading Readiness, Reading Research, *Sex Differences, Teaching Methods

Statistics from research studies indicate that boys have more difficulty than girls in learning to read. As a result, changes being made in the educational system are aimed at adapting early instruction to the individual needs and capacities of boys as well as girls. This booklet focuses on past research on sex differences in reading achievement, a "right-to-read" program for boys, current programs accommodating to sex differences, the author's research in reading instruction, and sex differences in learning and teaching methods (personality style, activity levels, subject matter interests, listening skills, verbal facility, auditory discrimination, attention span, and goals and motivations). A bibliography is included. (JM)

ED 119 147 CS 002 456

Tarnopol, Lester, Ed. Tarnopol, Muriel, Ed.

Reading Disabilities: An International Perspective.

Pub Date 76

Note—334p.

Available from—University Park Press, Chamber of Commerce Building, Baltimore, Maryland 21202 (\$15.00 cloth)

Document Not Available from EDRS

Descriptors—Foreign Countries, *Learning Disabilities, Reading, Reading Difficulty, *Reading Instruction, *Remedial Reading Programs, Retarded Readers, World Problems

This volume includes essays on reading disabilities in such places as Argentina, Austria, Belgium, China, Canada, Denmark, Czechoslovakia, Finland, Germany, Great Britain, Hungary, Ireland, Norway, The Netherlands, Rhodesia, Republic of South Africa, and the United States. Most of the 20 essays include the background of special education in the country; a statement of the reading problem and percentage of children involved; facilities for testing and diagnosis; methods of testing and diagnosis; facilities for remediation; methods of remediation; results of remedial methods used; medications, if any, and results; case history of a child; and parent and professional organizations helping these children and their work. (TS)

ED 119 148 CS 002 457

Mills, James C.

Teaching of Reading and Arts Education: An Approach to Reading Development.

Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meeting of the Communications/Reading Conference (1st, Nashville, Tennessee, June 16-20, 1975); Three pages may have poor reproducibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Art Activities, *Art Education, Art Expression, Creative Art, Elementary Education, Perceptual Development, *Reading Development, *Reading Instruction, Visual Arts, *Visual Perception

This paper argues that a major objective of art in the schools is to enhance visual perception and that there is a close correlation between school achievement and visual perception scores. Children's art growth is discussed, and it is argued that dittoed drawings and coloring books are harmful to this growth because they promote a narrow and negative concept of what art is about. Art involves the acquisition of complex perceptual and cognitive skills that are related to skills needed in reading. A study designed to find out how art affected scores of children on the Metropolitan Readiness Tests is described. The findings suggested that children's reading readiness could be improved through art lessons that stressed the inclusion of details. An exemplary art lesson is outlined, and it is concluded that the visual arts are basic to reading because they develop the ability to differentiate details and to integrate them into progressive orderliness. (TS)

ED 119 149 CS 002 458

Guszk, Frank J.

Criteria for Excellence: Teacher Performance.

Pub Date 8 Nov 75

Note—12p.; Paper presented at the Annual Meeting of the Language Communications Conference (28th, Pittsburgh, Pennsylvania, November 8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Effective Teaching, Higher Education, *Individualized Instruction, Individualized Reading, Informal Reading Inventory, Inservice Teacher Education, *Reading Diagnosis, *Reading Instruction, Reading Skills, *Teacher Education

Diagnostic-prescriptive teachers have been proven to be the most effective in teaching reading, regardless of the method which they use. This paper contains a model developed by the University of Texas at Austin to use as a guide for reading teacher education. The diagnostic-prescriptive reading teacher: (1) Possesses a knowledge of the reading skills and their general sequence; (2) Realizes that the children in the classroom vary widely in their abilities to read and to learn; (3) Operates a program that is characterized by continuous, informal diagnosis of individual student attainments of the various reading skills, including knowledge of and use of the informal reading inventory; (4) Prescribes individual programs for individual students based upon the assessment of the most needed skills; and (5) Provides a program that reveals skills instruction tailored to individual needs. To reach this goal requires a high degree of development in terms of organization and management, which is stressed in the teacher education program. In-service teacher training programs are also being conducted using the program described. (MKM)

ED 119 150 CS 002 459

Wallach, Michael A. Wallach, Lise

Teaching All Children to Read.

Pub Date 76

Note—326p.

Available from—The University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$12.95 cloth)

Document Not Available from EDRS

Descriptors—*Auditory Discrimination, *Beginning Reading, Community Involvement, Disadvantaged Youth, Individual Instruction, *Phonemics, *Phonics, Primary Education, Reading Instruction, Reading Research, *Tutorial Programs, Tutoring, Volunteers

Despite recent efforts at compensatory education, thousands of children still go through first grade each year without learning to read. More often than not, these are children of the poor. The underlying assumption of this study is that the major attempt at educational compensation for disadvantaged children have failed because of fundamental misconceptions about what is needed to help these children learn. Many children have trouble learning to read because they do not know how to recognize, manipulate, and blend the kinds of sounds that letters stand for—the phonemes. It is argued that previous attempts to teach reading presuppose rather than supply these subskills, which middle-class children usually learn from their home environment. A tutorial program is described that should enable these children to learn to read by the end of the first grade. Favorable results of field research in which low income, minority group first graders learned to read competently with this program when tutored by community adults are presented. (MKM)

ED 119 151 CS 002 460

Standards for Successful Reading Programs.

Maryland State Dept. of Education, Baltimore.

Div. of Instruction.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Right to Read Program.

Pub Date 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Standards, Educational Facilities, *Educational Objectives, Effective Teaching, *Guidelines, Program Descriptions, *Program Evaluation, Reading Instruction, *Reading Programs, Staff Role, State Programs
 Identifiers—Maryland, *Right to Read

This booklet outlines the standards for successful reading programs in Maryland as part of the national Right to Read effort. The first section discusses the purposes, development, and usage of established guidelines for the evaluation of successful reading programs. The second section discusses 28 standards to be met before a school's reading program can be considered successful. These standards are divided into such topics as goals and objectives, program implementation, students, staff, organization, instructional practices, materials and equipment, facilities,

ties, and assessment. The third section examines implementation, including documenting supportive evidence and procedures in Maryland. (TS)

ED 119 152 CS 002 461

Ledson, Sidney

Teach Your Child to Read in 60 Days.

Pub Date 75

Note—207p.

Available from—W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, New York 10036 (\$7.95 cloth)

Document Not Available from EDRS

Descriptors—*Beginning Reading, Early Childhood Education, *Parent Participation, Parent Role, Phonetics, *Reading Games, *Reading Instruction, Teaching Methods

A sixth day program is outlined in this book to enable parents to teach preschoolers to read. It is based on the experiences of the author as he taught his two young daughters to read. Enthusiastic praise and material rewards are suggested to strengthen motivation. Reading games are suggested to generate fun and induce frequent repetition of the material to be learned. Arguments are presented to support the readiness of most preschoolers to learn to read. The approach suggested starts with teaching the sounds of the letters as a means of beginning letter recognition, initial utilization of small letters and the phonetic reading of spelled words with the first three and four letters. Later in the instruction time sight words are introduced. Oral reading is stressed during the first sixth days. Suggestions are given for continuing instruction through 120 days, including a recommendation to introduce silent reading during this period. (MKM)

ED 119 153 CS 002 462

Maryland's Reading Plan for the 70's.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 75

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adult Reading Programs, Class Activities, Educational Objectives, Educational Strategies, Elementary Secondary Education, Post Secondary Education, Program Descriptions, Reading Instruction, *Reading Programs, *Sequential Reading Programs, *State Programs

Identifiers—Maryland, *Right to Read

The comprehensive plan presented in this document in sequential steps shows both the Maryland reading effort accomplishments (1971-74) and its present and future plans (1975-80) and demonstrates a set of ideas based on citizen concerns and needs assessments that are being translated into a reading program. Contents of this document include a detailed diagram of the program components (goal, objectives, needs assessment studies, activities, strategies, technical assistance, materials, personnel implementation, and evaluation), a bibliography, and lists of reading task force members and reading liaison members for 1975-76. Eight figures illustrate the contents. (JM)

ED 119 154 CS 002 463

A Reading Manual and Taxonomy for the Social Studies Classroom.

New York City Board of Education, Brooklyn, N.Y. Bureau of English.

Pub Date Oct 74

Note—107p.; Not available in hard copy due to marginal legibility of original document; Best copy available

Available from—Board of Education of the City of New York, Division of Educational Planning and Support Bureau of English, 131 Livingston Street, Brooklyn, New York 11201 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Content Reading, Curriculum Guides, Reading Diagnosis, *Reading Improvement, Reading Instruction, Reading Materials, *Reading Skills, Secondary Education, *Social Studies, *Taxonomy, Teaching Methods, Vocabulary Skills

Identifiers—*Right to Read

The purpose of this manual is to assist teachers in developing those reading skills necessary for successful social studies learning. Chapter 1 discusses the supportive emotional climate and

necessary diagnosis that are concomitants. Chapter II discusses reading vocabulary and essential reading skills through selections and sample questions. Chapter III deals with teaching techniques which the teacher can acquire to assist students in the improvement of reading. Chapter IV contains a taxonomy as a guide to materials which can be used to teach needed skills. The guide focuses on a social studies approach to Africa and the United States Government. (Author/TS)

ED 119 155 CS 002 466

Ahring, Judy Charlene

Quantitative, Perceptual, Language and Motor Correlates of Reading Success with Varied Curriculum Materials in First Grade Children.

Pub Date 75

Note—336p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-7024, MFfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Beginning Reading, Cognitive Processes, Doctoral Theses, Grade 1, *Instructional Materials, Primary Education, *Psychomotor Skills, *Reading Achievement, Reading Instruction, *Reading Readiness, Reading Research, *Teaching Models

The problem of this psychometric investigation was developed as four major areas for study: (1) a comprehensive processing model was designed and tested; (2) prediction of academic achievement, including group-administered versus individually-administered instruments, was investigated; (3) memory processes relative to schools and achievement groups were studied; and (4) a special reading program, Southwestern Regional Laboratories (SERL) was evaluated for children identified and placed in a readiness first-grade room. Subjects included all kindergarten students from two schools in a rural, central Indiana town of 15,000, and post-experimental data were collected at the end of the first grade. Findings in general supported the constructs of the model and their interdependence. All of the prediction studies, depending upon the criterion used—vocabulary or comprehension—produced a versatile list of predictors such as motor development, initial sounds, and visual memory. A memory test was not found to provide enough information to be utilized as the only predictor of achievement. And children in the treatment group did not improve or do significantly better than their counterparts in the control school. (Author/RB)

ED 119 156 CS 002 467

Baines, Helen Van Horn

An Assessment and Comparison of Syntactic Complexity and Word Associations of Good and Poor Readers in Grades Four, Eight, and Twelve.

Pub Date 75

Note—180p.; Ph.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6369, MFfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Secondary Education, *Reading Ability, *Reading Comprehension, *Reading Level, Reading Research, Reading Skills, *Semantics, *Syntax, Vocabulary Development

This study attempted to determine if reading ability and grade level differences accounted for differences in the word associations and written syntactic structures of 180 selected students. The study also investigated the relationship of semantic associations and syntactic complexity. An oral, free word association test was used to measure numbers of paradigmatic word associations. A paragraph rewrite test was utilized to obtain a measure of average syntactic complexity (T-unit length). The results of the multivariate and univariate analyses of the data indicated that the mean number of paradigmatic responses for good readers differed from poor readers in grades four, eight, and twelve. Syntactic complexity for good and poor readers in grade four did not differ as it did for good and poor readers in grade eight and in grade twelve. In general, the average number of paradigmatic associations and average T-unit length increased as grade level increased. The T-unit measure proved to be a consistent and reliable

index of grade level and syntactic maturity, confirming earlier research findings. A relationship did exist between the number of a subject's paradigmatic responses and the syntactic complexity of the writing. (Author/TS)

ED 119 157 CS 002 468

Barth, Robert Conrad

Perceptions of Volunteers and Children Working in a Second Grade Language-Experience Reading Program.

Pub Date 75

Note—140p.; Ed.D. Dissertation, Lehigh University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5082, MFfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Critical Incidents Method, Doctoral Theses, Educational Research, Grade 2, *Language Experience Approach, Primary Education, *Reading Programs, *Student Attitudes, *Teacher Attitudes, Tutorial Programs, Volunteers

The perceptions of volunteers and children regarding critical incidents identified in a program of volunteers working with children in reading were investigated. The critical incident technique, developed by John C. Flanagan, was used to collect the data. Sixty volunteers and 60 children identified 234 critical incidents, 141 positive and 93 negative. The critical incidents were classified as use of a vocabulary, use of a word analysis activity, use of an experience story, and use of reinforcement. It was concluded that both volunteers and children perceived instructional activities as being beneficial to children in reading; both groups felt that the volunteer program created some negative situations, particularly those that were related to clerical, non-instructional tasks; the critical incident technique can be used effectively with young children; and both groups felt that the program should be continued and should have a salutary effect on the overall reading program. (Author/RB)

ED 119 158 CS 002 469

Battle, Edwina Larry

A Comparison of Two Vocabulary Development Approaches on Intermediate Grade Menominee Indian Children.

Pub Date 75

Note—165p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-28,783, MFfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*American Indians, Doctoral Theses, Elementary Education, Intermediate Grades, *Reading Comprehension, Reading Instruction, Sight Vocabulary, *Student Attitudes, *Teaching Methods, *Vocabulary Development

Identifiers—*Menominee

This study investigated two approaches to vocabulary development with intermediate grade Menominee Indian children. Specifically, the differences in reading comprehension, writing vocabulary, reading vocabulary, and attitudes toward reading of students were examined. The two methods compared were (1) the Native American Culturally-Oriented Vocabulary Approach (NA/COVA), emphasizing a massive infusion of words and the use of those words in stories written for children by adult Menominee writers, and (2) the Conventional Vocabulary Approach (COVA), emphasizing a massive infusion of words and utilizing the basic reading materials available in the schools. Subjects were 215 fourth, fifth, and sixth grade children living in two towns on the reservation. Four tests, and a count of tokens, types, and descriptive words measured the effects of the approaches. Finding revealed positive significant differences in concept vocabulary, attitudes toward reading, and the number of tokens, types, and descriptive words used in the written discourse of the students using the NA/COVA treatment. (Author/JM)

ED 119 159 CS 002 470

Bender, Susan Shirock

The Effectiveness of Audio-Tutorial Training in Context Skills for Improving Reading Comprehension.

Pub Date 75

Note—128p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2593, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Context Clues, *Corrective Reading, Doctoral Theses, Elementary Education, *Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Research, Reading Skills, *Word Recognition

The purpose of this study was to investigate the effectiveness of specific training procedures developed to enhance the use of context as an aid to word recognition and comprehension. A series of sixteen audio-tapes and accompanying printed materials were designed and field tested in this study. Forty-eight nine- and ten-year-old subjects were selected, using the "Metropolitan Achievement Test," as needing corrective reading instruction. The subjects were randomly assigned to either the experimental or the control groups. The cloze procedure was used as the pre- and post-test measure of reading comprehension; two scoring procedures, exact work and context related, were used with each pre- and post-test. The experimental group received instruction using the audio-tutorial materials. The control group received no skill instruction in the use of contextual aids. It was determined that there were no significant differences between the experimental and control groups' ability to use contextual information in completing cloze exercises on the pre- or post-tests. A strong trend was evident, however, that favored the performance of the experimental group on the post-test. (Author/TS)

ED 119 160 CS 002 471

Cheyney, Frazier Ray

The Development of a Series of Instructional Modules Utilizing Simulation Techniques to Train Prospective Teachers Selected Specific Reading Skills.

Pub Date 75

Note—316p.; Ed.D. Dissertation, University of Miami

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4691, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary School Teachers, Higher Education, *Preservice Education, Reading Instruction, Reading Research, Reading Skills, *Simulators, *Teacher Education, *Teacher Education Curriculum, *Teaching Methods

Identifiers—*Learning Modules

Topics selected for the development in the modules were validated by master teachers, module development procedures were outlined, field test purposes and samples were described, field testing was performed, and results of objectives and subjective evaluations of the field testing were presented. The six modules developed specific teacher competencies in scoring and interpreting a quick decoding test and a comprehension reading inventory for the purpose of determining functional reading levels of pupils in decoding and comprehension; teacher competencies in scoring and interpreting a decoding and a comprehension criterion-referenced skill test; teacher competencies for explaining assessment data, instructional groups and instructional materials to parents; teacher competencies in recording skills test data from criterion-referenced skills test; teacher competencies in grouping children for decoding and comprehension instruction based on recorded data; and teacher competencies for organizing a classroom into learning centers. Field testing indicated that modules developed and revised in this project were successful for student attainment of instructional objectives. (Author/TS)

ED 119 161 CS 002 472

Conway, Hannah Elizabeth Miller

Reading Interests of Children in Grades Four through Eight.

Pub Date 75

Note—223p.; Ed.D. Dissertation, The University of Alabama

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4801, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Childhood Interests, Childrens Books, *Childrens Literature, Doctoral Theses,

Elementary Education, *Fiction, *Nonfiction, Racial Differences, *Reading Interests, Sex Differences, Socioeconomic Status

This study surveyed children's expressed reading interests and attempted to determine whether these were related to grade level, sex, race, and socioeconomic level. A total of 784 children in grades four through eight in four elementary schools of Fairfield Alabama, answered a questionnaire composed of 120 annotated fictitious titles representing 25 categories. Responses were tabulated and placed into categories and the percentages were computed for comparison and analysis. Analysis of data showed that: categories in which children like to read are mystery and detective, realistic animal stories, humor and whimsy, moneymaking and practical, and mild adventures of children; categories in which children were least interested were war, exploration, and science and invention; children's preferences changed as they grew older; and socioeconomic status, sex, and race made a difference in preferences for titles within categories. (Author/JM)

ED 119 162 CS 002 474

Dailey, Charles Merrill

A Comparison of the Spelling Performance of Children Taught Traditional Orthography (L.o.) with That of Children Taught the Initial Teaching Alphabet (I.T.A.) in the Crawfordville Community Schools, Grades Three through Six.

Pub Date 75

Note—147p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6304, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, *Initial Teaching Alphabet, *Reading Instruction, Reading Research, *Spelling, *Spelling Instruction

In this study, written compositions were obtained from each of the elementary students during the four years of testing. The students were shown silent movies—thereby eliminating any possibility of providing spelling clues—and were then asked to write their compositions explaining how the movie made them feel or what they say in the movie. The subjects included 61 children taught by the initial teaching alphabet medium and 100 children taught by traditional orthography. The methods used to analyze the data were the one-way analysis of variance and T-tests for paired comparisons or correlated groups. It was found that there were no significant differences in spelling scores between students taught in the initial teaching alphabet medium and students taught by traditional orthography. Some of the conclusions were that the initial teaching alphabet girls made significantly higher spelling scores than did the initial teaching alphabet boys in the sixth grade of school, though not in grades three through five; and the traditional orthography students made significant gains in spelling scores from fourth grade through the sixth grade. (Author/TS)

ED 119 163 CS 002 475

Duncan, Margaret Haynes

The Effects of Three Summer School Programs on the Reading Gains of Junior High School Boys.

Pub Date 75

Note—133p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6752, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Junior High School Students, Males, Reading Ability, *Reading Improvement, *Reading Programs, Reading Research, *Reading Skills, *Remedial Reading Programs, Secondary Education, *Summer Programs

The purpose of this study was to investigate the comparative efficiency of three summer programs in helping junior high school boys increase their reading ability. The study compared the alternatives of methods typically used in remedial reading programs, a content area program, and one which simply provided personal reinforcement. Each sample group of subjects was separated for statistical computation into two groups on the basis of entering reading ability as measured by the Gates-MacGinitie Reading Survey. In addition,

the reading sample was separated into instructional emphasis groups: drill, games, and "mixed emphasis." Hypotheses were tested to determine whether entering reading achievement level was reflected in the sub-test reading gains of boys in any of the three programs. The possibility of between-group as well as within-group differences was investigated. No significant gains in reading were made by the boys in any of the three samples tested. Results of this study indicated that junior high school boys cannot expect to significantly improve their reading skills by participating in a summer program. (Author/TS)

ED 119 164 CS 002 476

Flanagan, Beverly Ann Chin

A Competency-Based Assessment of Secondary Teachers' Attitudes and Perceptions of Qualification in Content Area Reading Instruction.

Pub Date 75

Note—113p.; Ph.D. Dissertation, University of Oregon

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5164, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Content Reading, Doctoral Theses, Inservice Teacher Education, *Performance Based Teacher Education, *Reading Instruction, Reading Research, *Secondary School Teachers, *Teacher Attitudes

This study investigated the influence of content area responsibility, amount of teaching experience, instructional level, and training in the teaching of reading on teachers' attitudes and perceptions of competency in content area reading instruction, and attempted to determine whether a relationship existed between these attitudes and perceptions of competency. To accomplish these purposes, an instrument consisting of 27 competencies which sampled skills in content area reading instruction was created. Information on secondary teachers' attitudes and perceptions of competency was gathered using this instrument in a mail survey of randomly selected teachers in the content areas of language arts, mathematics, science, and social studies. The results indicated that these teachers expressed positive attitudes and perceptions of competency when given specific illustrations of the concept, content area reading instruction. Content area responsibility was the major factor influencing attitudes and perceptions, but training in the teaching of reading and amount of teaching experience also influenced teachers' perceptions. It was concluded that inservice and preservice training in the teaching of reading should be content-specific, competency-based, and field-centered. (Author/TS)

ED 119 165 CS 002 478

Kreul, William Robert

An Analysis of the Effects of a Preschool Program for Parental Involvement on Reading Readiness.

Pub Date 75

Note—174p.; Ed.D. Dissertation, University of North Dakota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5002, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, *Parent Participation, Parent Role, *Parent Student Relationship, Prereading Experience, Preschool Education, *Preschool Programs, Program Evaluation, *Reading Instruction, *Reading Readiness The efficacy of a school district training parents to teach prereading skills to their four-year-old children through home-based learning activities was investigated. The method used to evaluate the effects of the experimental program was to test a sample of the experimental group and a control group upon matriculation to kindergarten in September 1973 and at the end of the school year in May 1974. In addition, a questionnaire was sent to parents of all children who were in the two groups. Results indicated no significant relationship between sex, socioeconomic status, first sibling, father involvement, length of time in the program, and the acquisition of prereading skills; there is no significant relationship between the experimental and control group and the acquisition of prereading skills; experimental group parents did not become more involved in the kindergarten activities of their child than control group parents, nor did

they spend more time with their child; a greater percentage of experimental group parents perceived their kindergarten child as having a better school adjustment than control group parents judging their child's school adjustment; and experimental group parents did not support the schools more than parents not participating in the preschool program. (Author/RB)

ED 119 166 CS 002 479

Lanfrey, James Frederick

Selected Reading Specialist Competencies and Their Modes of Acquisition as Rated by Three Groups of Educators.

Pub Date 75

Note—221p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6416, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Administrator Attitudes, Doctoral Theses, Educational Policy, Elementary Secondary Education, *Qualifications, *Reading Instruction, Reading Research, Teacher Attitudes, *Teacher Role

Identifiers—*Reading Specialists

The views of three groups of educators regarding their ratings of the importance of individual competencies for reading specialists were investigated. The importance of selected modes used for helping reading specialists acquire these competencies were also studied. Data were gathered through the use of two rating instruments: the Competency Rating Scale and the Mode of Acquisition Rating Scale, and from randomly selected groups of elementary school principals, college professors of reading, and reading specialists. Some of the null hypotheses which were rejected were that these three groups of educators do not differ in their ratings of each of the selected reading specialist competencies and the three groups do not differ in their ratings of each of the selected modes of acquiring each selected competency. Based on the results of the study, recommendations were made for the Pennsylvania educational system—one of which was that the clarification of the reading specialist's role in the school needs to be realized. (Author/TS)

ED 119 167 CS 002 480

McHargue, Robert Michael

A Comparison of Classroom-Based and Self-Managed Academic Reading Efficiency Training Programs.

Pub Date 75

Note—341p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5771, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Students, Comparative Analysis, Doctoral Theses, Higher Education, *Program Development, *Program Evaluation, *Reading Ability, *Reading Programs, Reading Skills, *Teaching Methods

This study was designed to develop and evaluate new methods of helping college students increase their academic reading efficiency. Three new one-unit courses—identical in reading content, tasks, and skills development, but differing in format, amount of structure, and delivery mode—were developed. The teaching methods in these courses were traditional, classroom-based; self-paced, in which students were given programmed packets; and self-managed, allowing the students much independence. One hundred eight college students were recruited as subjects. Post-treatment analyses indicated that all treatments resulted in significantly higher reading efficiency means than that of the control groups; the three treatment groups were not significantly different from each other in producing high reading efficiency scores; based on the number of subjects assigned to treatment, a significantly higher percentage of the classroom-based students completed training during the eleven week quarter than did the self-managed and self-paced groups; and the classroom treatment was significantly more effective in encouraging students to complete treatment within the optimum period. (Author/RB)

ED 119 168

Mallett, W. Graham

A Comparative Study of the Language Experience Approach with Junior High Native-Indian Students.

Pub Date 75

Note—159p.; Ph.D. Dissertation, Arizona State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6117, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*American Indians, Composition Skills (Literary), Doctoral Theses, Educational Research, Junior High Schools, *Language Experience Approach, Reading Comprehension, *Reading Instruction, *Remedial Reading, Student Attitudes, Teaching Methods, Vocabulary

Identifiers—*British Columbia

This study investigated the efficacy of the language experience approach (LEA) with native Indian remedial reading students at the junior high level in British Columbia. Gains of vocabulary and comprehension achievement, of attitude toward reading, and of writing achievement were compared between the language experience approach and typical reading laboratory approaches (RLA) within the same students. Subjects were sixteen eighth grade and five ninth grade Indian students who had been placed in remedial reading classes with 24 non-Indian students, were instructed by the LEA for eight weeks. The remaining eleven subjects, in classes with 18 non-Indian students, were instructed by typical RLA. The approaches were rotated between the two groups for a second period of eight weeks. Data were collected at the beginning and end of the first period and at the end of the second period. Findings showed no statistically significant differences in vocabulary gains between the LEA and RLA within the same students, and no significant differences in comprehension gains. Writing achievement gains were greater for the LEA and there was greater improvement in attitude toward reading for the LEA. Recommendations were made for instruction and research. (Author/JM)

ED 119 169 CS 002 482

Melvin, James Edwin

Developing and Field-Testing Modular Materials in the Area of Reading for Use with Elementary School Principals.

Pub Date 75

Note—253p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6426, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, Field Studies, *Inservice Education, *Instructional Materials, *Principals, *Program Development, Reading Instruction, *Reading Programs, Reading Research

Identifiers—*Learning Modules

The purpose of this study was to develop and pilot modular materials about the reading instructional process to be used in the inservice training of principals. The first step in designing modules for elementary principals involved identifying three major categories of skills. Three modules were designed under the headings of the major categories identified. A 75-item pretest was constructed for purposes of evaluating the students' prior knowledge of each of the three areas. The materials were field-tested with 36 principals involved in a program of inservice training in the area of reading. Eighteen participants reached mastery level (80 percent correct) and 13 scored below mastery level on the first module. Eight principals reached mastery level and 18 scored below mastery level on the second module. Eleven of the participants reached mastery level on the third module. The materials developed in this study appear to be effective in helping principals gain competencies in the reading instruction area. (Recommendations based on the study are included.) (Author/RB)

ED 119 170

Olshavsky, Jill Edwards

An Exploratory Analysis of the Reading Process.

Pub Date 75

Note—230p.; Ed.D. Dissertation, Indiana University

CS 002 481

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6289, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Grade 10, Learning Processes, *Literary Styles, *Reading Ability, Reading Diagnosis, *Reading Interests, *Reading Processes, Reading Research, Secondary Education

The reading strategies of twenty-four tenth grade subjects were analyzed to obtain information about the reading process. Subjects were assigned to one of eight conditions formed by the combination of two levels of three factors, a 2x2x2 modified factorial design. The three factors were: proficient and non-proficient readers, readers with high and low interest, and straight-forward and abstract style material. Each subject read one story and verbally described an interpretation of the story and/or reading behavior at predetermined points of the story. The subjects' responses were analyzed for content relating to the use of reading strategies. Results showed that readers in each condition used the same strategies. The frequency of use of certain strategies, however, was found to be related to the three factors. Proficient readers, readers with high interest in their study made the most responses. The most important implication of this study is that reading behavior cannot be accurately assessed or predicted without considering the effects of the interaction of the three factors in this study. (Author/TS)

ED 119 171 CS 002 484

Page, Ire Adams

The Effects of Tutoring on Sight Word Gains of Primary Pupils.

Pub Date 75

Note—24p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-6898, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Cross Age Teaching, Intermediate Grades, *Peer Teaching, Primary Education, *Reading Instruction, Sight Vocabulary, *Tutoring, *Vocabulary

This study explored the problem of increasing vocabulary through peer tutoring at the primary level. It sought to determine whether greater opportunity to learn can be provided through peer tutoring by untrained primary grade tutors or untrained upper grade tutors. The effects of tutoring on sight word gains of receivers versus non-tutored controls were compared. The effects of tutoring versus non-tutoring on sight word gains of primary tutors were examined. Fifteen sessions of twenty minutes instructional time each were provided. During this time, the Dolch Basic Sight Words were taught. The primary grade tutors and the upper grade tutors were found to be alike in effectiveness, instructional behaviors, and amount of time used in teaching a word; tutoring by either primary or upper grade tutors was superior to non-tutoring; and tutoring had no noticeable effect on sight word gains of primary tutors. (Author/MKM)

ED 119 172 CS 002 485

Schwarz, Peggy M.

The Problem of Children Learning to Read in a Fluent, Continuous Manner.

Pub Date 75

Note—177p.; Ed.D. Dissertation, University of Massachusetts; Project in New York City public school

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5397, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, *Individual Reading, *Language Fluency, Reading Achievement, *Reading Improvement, Reading Instruction, *Reading Materials, *Reading Programs, Reading Research

The purpose of this project was to design and implement an approach to learning to read which concentrated on reading for fluency rather than on phonetic skills methodology. Thirty-four fifth grade children in a school in a lower middle class neighborhood participated in the program. Children were told they could select and read any book in the class library. During an hour long period, the children read silently, but they were encouraged to ask about words they did not

know and the teacher was expected to give them immediate feedback so that the children could continue their reading in a fluent, continuous manner. Overall, the results were positive. Reading achievement, as measured by a standardized test, improved significantly, and children reported going to the library more often. Parent's perception of their children's attitudes towards reading changed positively as did the teacher's. It is concluded that this project helped children to read in a fluent, continuous manner. (Author/TS)

ED 119 173 CS 002 486

Seltzer, Dianne Arlene

A Descriptive Study of Third Grade Reading Groups.

Pub Date 75

Note—192p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6345, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Grade 3, *Grouping (Instructional Purposes), *Grouping Procedures, *Group Instruction, Oral Reading, Primary Education, *Reading Instruction, Student Attitudes, *Student Grouping

This study examines the kinds of instruction that can be used in reading groups, thus providing a foundation for future related research on grouping. The problem was to describe and compare the reading instruction in reading groups by examining such variables as the number of reading groups, group size, the basis for organization, the materials employed, pacing of each reading group, instructional time, focus of instruction in each group, teachers' interview comments on grouping, and the verbal interaction between the teacher and the students in the group situation. Ten third grade classrooms from six schools in Volusia County, Florida were selected as the research population. It was found that the four group plan was the most frequently used grouping organization and that reading group size differed widely in the various classrooms. All the sample classrooms used basal readers as the main instructional materials. Pacing and instructional time differed across the classrooms and oral reading was the main focus of instruction. Teachers reported positive attitudes toward grouping but expressed concern over possible negative student attitudes and discipline problems with grouping. (Author/TS)

ED 119 174 CS 002 488

Thurmond, Vera Belinda

Relationship between Students' Perceptions of Their Reading Ability and Scores on a Standardized Test.

Pub Date 75

Note—102p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6454, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, *Expectation, Grade 10, *Grade Prediction, *Reading Ability, *Reading Achievement, Reading Research, Secondary Education, *Standardized Tests, Student Opinion

The purposes of this study were to determine to what extent students' expectancies, as measured by students' predictions, related to test performance; to determine if taking the test would alter or influence students' expectancies and the accuracy of their predictions; and to determine if students' expectancies could be altered by a report represented as actual test results and if such an alteration would then affect test performance. One hundred and fifty-six tenth grade students predicted their grade equivalent scores and ratings for each subtest on the Nelson-Reading Test, Form C. Pearson product-moment correlation and repeated measure analysis of variance design was used to test for significant results. Findings showed a significant but low correlation between all predictions and actual test results. Students' first predictions were found to be significantly less accurate than their second and third predictions. There was a significant difference between predictions made by students in the raised, lowered, and actual treatment groups. There was no significant difference in test performance between treatment groups. (Author/TS)

ED 119 175 CS 002 489

Utka, Joseph Michael

The Reading Laboratory as a Title I Tool for Teaching Reading to Children, Grades Two through Six.

Pub Date 75

Note—191p.; Ed.D. Dissertation, Boston College Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6569, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, *Learning Laboratories, Reading Achievement, *Reading Centers, *Reading Instruction, *Reading Programs, Reading Research, Student Motivation

Identifiers—*Elementary Secondary Education

Act Title I, ESEA Title I, Reading Laboratories

The purpose of this study was to examine whether or not a reading laboratory, as defined by Educational Developmental Laboratories (EDL), is an effective means of teaching reading to Title I children, grades two through six, in the two Title I schools of an eastern Massachusetts community. Three hundred subjects participated in the study. There were two Title I and ten non-Title I schools represented. All data were analyzed by means of an analysis of covariance. The results indicated that enough success had been achieved by the EDL Reading Laboratory groups in significant and non-significant comparisons for it to be considered as a viable Title I tool for teaching reading to children, grades two through six; motivated students did better than non-motivated students; children from non-broken homes did better than children from broken homes; promptness was a characteristic of reading laboratory children; and reading laboratory boys did better than any other group. (Author/TS)

ED 119 176 CS 002 490

Weber, Elaine Marie

An Investigation of the Effects of Two Reading Readiness Programs Which Were Administered by Parents to Their Post-Kindergarten Children on Measures of Readiness, Listening, and Beginning Reading.

Pub Date 75

Note—196p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5668, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Beginning Reading, Doctoral Theses, *Language Experience Approach, *Phonics, Primary Education, *Program Effectiveness, Program Evaluation, *Reading Programs, *Reading Readiness, Reading Research, Teaching Methods

This study examined the effects of two programs which differed in the methods they employed to develop reading readiness. The two methods represented were a language experience approach and a phonics approach. The subjects were children from kindergarten classes in two elementary schools in Flint, Michigan. All subjects were randomly assigned within each classroom to a pretest of the Metropolitan Readiness Test Form A or to a coloring book experience. Children whose parents volunteered for the program were randomly assigned to one of the two reading readiness programs to administer the six-week program to their children in their homes. Subjects were tested with the Metropolitan Readiness Test, Form B the following September and subsequent follow-up tests of the Cooperative Listening Test in late January and the Gates MacGinitie Reading Tests in June. A multivariate analysis of variance and a univariate analysis of variance were the statistical tools employed. The results indicated significant differences between subjects from the programs on measures of readiness and beginning reading and between subjects who had received the language experience on the Cooperative Listening Test, favoring the language experience program. (TS)

ED 119 177 CS 002 492

Carline, Donald E. And Others

Relationships between Spanish and English Reading Skill and Concept Usage in Spanish and English by Mexican-American Bilingual Migrant Children.

Colorado Univ., Boulder. Bureau of Educational Field Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—42p.

Available from—Bureau of Educational Field Services, School of Education, University of Colorado, Boulder, Colorado 80309 (\$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bilingual Students, Elementary Education, *English (Second Language), Mexican Americans, *Migrant Children, Reading, *Reading Skills, *Spanish, Spanish Speaking Identifiers—*Concept Usage, Elementary Secondary Education Act Title I, ESEA Title I

This study compared Spanish and English reading skill with concept usage and was directed at predicting oral reading level. A total of 144 bilingual migrant children, aged seven through twelve years, from six summer programs in Colorado were administered the Test of Concept Utilization (TCU) and the Silvaroli Informal Reading Inventory in both Spanish and English on alternate days. The main finding in TCU scores across all ages was that children gave more semantic discrepant responses in English than in Spanish, indicating that children were more fluent in Spanish. For the most part, however, the mean scores for TCU concept categories were the same in Spanish and English. The main reading level in English was approximately three years behind for all ages. Reading in Spanish was almost nonexistent, with twelve-year-olds (sixth grade students) barely reading at a first grade level. It was essentially impossible to predict reading scores from TCU scores in Spanish because of the low reading ability in Spanish. In English, the concepts of shape and homogeneous function were the most consistent predictors for all age groups. (Author/JM)

ED 119 178 CS 002 493

Rodwick, John Grady, Michael J.

The Second Chance.

El Paso Community Coll., Colorado Springs, Colo.

Pub Date 1 Feb 76

Note—146p.; Not available in hard copy due to marginal legibility of original document; See related document CS 002 494

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Basic Education, *Basic Skills, *Compensatory Education, *English Programs, Expenditure Per Student, Junior Colleges, Mathematics, Program Evaluation, *Reading Instruction, *Reading Programs, Reading Research, Remedial Reading Identifiers—Colorado (Colorado Springs), *El Paso Community College (Colorado)

This research report presents the findings of an evaluation of the compensatory education program at El Paso Community College, Colorado Springs, Colorado, which has been in existence for six years. The results of scores made on admission tests were used to determine whether entering students were functioning at the college level. Students with low scores were placed in appropriate remedial-compensatory or skills courses in reading, English, or mathematics. Independent researchers concluded that the placement instruments for mathematics, English, and reading (SRA Diagnostic Reading Test) have high reliability and moderate validity. Other conclusions were that a significant proportion of entering students do have functioning levels which warrant the existence of the remedial-compensatory courses; that students who take one or more skills courses are competitive with students whose placement scores allow them to take college level courses immediately; that success in academic courses is not dependent upon age, ethnic background, major, student type, employment, financial status, or residency, although women students were found to be higher achievers; and that the cost of educating a basic skills student is 62.5% of the college level student instructional cost. (MKM)

ED 119 179 CS 002 494

Rodwick, John Grady, Michael J.

The Second Chance: A Summary Report.

El Paso Community Coll., Colorado Springs, Colo.

Pub Date Feb 76

Note—12p.; See related document CS 002 493

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Basic Education, Basic Skills, *Compensatory Education, *English Programs,

Junior Colleges, Mathematics, Program Evaluation, Reading Centers, Reading Improvement, Reading Instruction, *Reading Programs, Reading Research, *Remedial Reading, *Teacher Attitudes

Identifiers—Colorado (Colorado Springs), *El Paso Community College (Colorado)

This summary contains instructors' discussions of an independent research report which evaluated the compensatory education program at El Paso Community College, Colorado Springs, Colorado. Because of open admissions policies, many students enter this college without the prerequisite basic skills necessary to understand their texts. Over 75% of entering students have been found to need one or more reading courses in order to successfully pursue college-level courses where the textbook may be written at an eleventh to thirteenth grade reading level. Over 35% of the entering students have been found to read at only sixth to eighth grade reading level. Similar deficits are found in English and mathematics. One important conclusion discussed is that students with a need for compensatory courses do become more competitive in the college level courses after taking skills courses. A random sampling of students who needed but did not take skills courses showed a 73% failure in college freshman English and an 80% failure in a comparable level of math, while those who took skills courses because of their placement scores showed a 29% failure in college English and a 20% failure in math. (MKM)

ED 119 180 CS 002 496

Klauser, Dorothy

"9 to 90" Saturday Reading Program, Fullerton College and ED-R 582P - Analysis of Reading Practices: Fieldwork in a Community Reading Center, California State University Fullerton.

California State Univ., Fullerton.

Pub Date 12 Jun 75

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Basic Education, Composition (Literary), *Developmental Reading, Elementary Secondary Education, Inservice Teacher Education, Junior Colleges, Pilot Projects, Postsecondary Education, *Reading Centers, *Reading Instruction, *Reading Programs, *Teacher Education

The "9 to 90" Saturday Reading Program sponsored by the Fullerton (California) College Department of Community Services offers individualized reading improvement in hourly sections on Saturday mornings to anyone from ages nine to ninety. Groups of nine to fifteen students meet each hour with teaching teams of three instructors. The groups are divided according to age, with a third each at ages 9-11, 12-17, and 18-70+ years. Entry reading levels range from non-readers to college level and above. Four teaching teams and a support team receive pre- and post-program as well as inservice training on site, through articulation with California State University Fullerton. Results for the three semesters in which the program has operated show reading improvement for over 70% of the students on standardized reading tests, and for 75-99% on informal tests of sequential comprehension skills. Attitudinal improvement was demonstrated by over 80% of the students and over 80% showed improvement on communication of written thought. All of the teachers involved have rated the program as having high value to them. Community interest remains high, with a waiting list of 300 or more maintained each semester. Materials and tests used for instruction and diagnosis are listed. (Author/MKM)

ED 119 181 CS 202 401

Spann, Sylvia, Ed. Culp, Mary Beth, Ed. Thematic Units in Teaching English and the Humanities.

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—180p.; Some material removed due to copyright restrictions prior to pagination

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 53739—loose leaf \$4.95 non-members, \$4.50 member; Stock No. 53720—with binder \$6.95 non-member, \$6.50 member)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Death, *English Instruction, Film Production, Folk Culture, *Humanities Instruction, Lesson Plans, Literary Genres, Mass Media, Older Adults, Poetry, Secondary Education, Teaching Guides, *Thematic Approach

Identifiers—Utopia

This book is dedicated to the use of a humanistic, thematic approach to the teaching of English. The chapters deal with such topics as teaching poetry, teaching American folklore and tradition, and helping students achieve greater self-knowledge and self-understanding through using the "speaking voice" in oral and written communication. The book also contains units on filmmaking, media and the representation of life, death, utopia, the concept of the hero, individual conscience versus established authority, growing old, the world of the occult, sports literature, and the future. Each unit is written by a different teacher and contains the teacher's comments on the unit as well as an overview, the general objectives of the unit, and measures for evaluating the objectives of the unit. A daily lesson plan is delineated and resources for the units are listed. (TS)

ED 119 182 CS 202 497

Tjarks, Larry D.

Eros, The New Narcissus, and Facilitating Self-Appreciation.

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Achievement, Higher Education, *Self Esteem, Student Attitudes, Student Characteristics, *Student Teacher Relationship

Identifiers—*Eroticism

The eroticism which is often present in the classroom has potential creative or destructive power, while the creative use of eroticism depends on the acknowledgement that eroticism exists in some teacher-student relationships, the destructive effect of this eroticism—the denial of its existence—can be feelings of rejection (as seen in "Up the Down Staircase"). Self-acceptance and self-appreciation of eroticism (the new Narcissus) stimulates students' minds and leads to the freedom to appreciate their achievements. (JM)

ED 119 183 CS 202 509

Jaskoski, Helen

Languages of Vision: "Black Elk Speaks" in the Classroom.

Pub Date 75

Note—8p.; Paper presented at the Fourth Annual Seminar on Language "Living English: Language in the Schools"

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indian Culture, Higher Education, Imagery, Language, *Learning Activities, Literary Criticism, Metaphors, *Symbolic Language, *Symbols (Literary), *Teaching Methods

Identifiers—*Black Elk Speaks, Dreams

This paper discusses teaching "Black Elk Speaks" in the college classroom and examines how symbolic language is generated in our own experience. An activity is described in which students' dreams were performed in order that the students might better see how the dream functions in "Black Elk Speaks." The activity resulted in a discussion of the differences between shared symbolic language, produced in reenacting a dream statement, and the private, solipsistic language often associated with the term "symbolism." This activity also led to a discussion on problem-solving thought processes as compared with intuitive, or metaphor-making processes. (TS)

ED 119 184 CS 202 510

Andreach, James R.

The Use of Models to Improve Organizational Techniques in Writing.

Pub Date 75

Note—92p.; Ed.D. Dissertation, Yeshiva University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4553, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Composition (Literary), Composition Skills (Literary), Doctoral Theses, Educational Research, English Instruction, *Expository

Writing, *Organization, Secondary Education, *Teaching Methods, *Teaching Models, *Writing Skills

The hypothesis of this study was that a method of writing instruction that employs expository organizational models to be imitated by students is more effective in improving expository writing organization than conventional classroom instruction in writing. One pre-test and one post-test writing sample were taken from two groups of English 10A students at a Long Island, New York, high school, with one group constituting the experimental population, the other the control. The hypothesis was confirmed. The improvement of the experimental group was attributed to the fact that both the experimental treatment and the rating scale concentrated on the single expository component of organization. (Author/RB)

ED 119 185 CS 202 511

Cohen, John Arthur

An Examination of Four Key Motifs Found in High Fantasy for Children.

Pub Date 75

Note—389p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3404, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Adolescent Literature, *Children's Literature, *Content Analysis, Elementary Secondary Education, English Instruction, *Fantasy, Fiction, Literary Analysis, Literature Appreciation, *Motifs

The purpose of this study was to come to a greater understanding of contemporary high fantasy for children by analyzing in depth the nature and functions of four key motifs of this sub-genre of fantasy. These motifs are created worlds, time displacement, quest, and combat between good and evil. The 47 books chosen for analysis were recommended in "Children's Literature in the Elementary School," "Children and Books," and American Library Association Notable Books, 1940-1973. An examination of motifs in contemporary high fantasy for children suggests that although its deepest roots come out of myth and folklore its concerns are very much those of the present. By freeing themselves from natural laws the authors can design a framework in which they will be able to deal with philosophic questions without resorting to moralizing. At the same time, authors will be able to project the reader into marvellous new worlds and experiences. (Author/RB)

ED 119 186 CS 202 512

Colman, Berta Boyce

The Humorous Oral Folktale in West Central Georgia: Implications for Its Use in the Secondary School American Literature Program.

Pub Date 75

Note—173p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2595, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Cultural Awareness, Cultural Background, Doctoral Theses, *Folk Culture, *Guidelines, *Humor, Literature Appreciation, *Literature Programs, *Oral English, Program Descriptions, Secondary Education, Tales

Identifiers—Georgia

The thesis of this study is that the secondary school American literature curriculum in a particular region should include the cultural heritage of that region as reflected in its oral literature. In this study, aspects of the growth of a distinctive American humor are traced from colonial times to the present along the eastern seaboard, with particular emphasis on the deep South. Fifty-two humorous oral folktales have been gathered for this study from various Negro and Caucasian talespayers living within or adjacent to the West Central Georgia region of the South. Twelve principles are set forth to guide the secondary English teacher in the appropriate selection and use of humorous folktales. One principle suggests using folktales as a unit of study. Three discuss their use as a basis for studying dialectal differences, semantics, and acceptable behavior. Two stress teacher awareness of censorship problems and student attitudes. Three relate the tales to old Southwestern humor, to local color utilized by Georgia and Alabama writers, and to folklore

found in commonly used anthologies. Three principles suggest further search for folk humor, other folklore, and lore from other regions. (Author/RB)

ED 119 187 CS 202 513
Cox, Carole Alice Shirreffs
Film Preference Patterns of Fourth and Fifth Grade Children.

Pub Date 75
Note—158p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4039, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Caucasian Students, Doctoral Theses, Educational Research, *Film Study, Intermediate Grades, Language Arts, Negro Students, *Sex Differences, *Socioeconomic Status, *Student Attitudes, *Student Interests
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This study identifies and describes the interest patterns of 218 fourth and fifth grade children in two schools in Baton Rouge, Louisiana—one black Title I school, one white suburban school—as they pertain to the content and technique of the short film, and to determine whether these interest were related to sex, or race-socioeconomic status. All subjects viewed and rated 24 short films on a scale of one to five. It was concluded that children like best those films which depict children in realistic settings, sex is not associated significantly with children's film preferences, race and socioeconomic status is moderately associated with degree-of-interest in films, and narrative-live-action films are most popular with children. (Author/RB)

ED 119 188 CS 202 514
Schubach, Deane Ford
Listening Bibliography.

Pub Date 75
Note—10p.; Prepared at the College of the Virgin Islands

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Bibliographies, Educational Research, *Listening, Listening Comprehension, Listening Habits, *Listening Skills, *Listening Tests

This bibliography contains approximately 100 resources related to listening and listening skills at various educational levels. Included are articles and books on such topics as teaching listening, listening and children, listener response to oral interpretation, the development of listening comprehension tests, reluctant listeners, major findings in listening in the last ten years, effective listening, and the listening of adults. (TS)

ED 119 189 CS 202 515
Merrill, John C., Ed. Barney, Ralph D., Ed.
Ethics and the Press: Readings in Mass Media Morality.

Pub Date 75
Note—327p.
Available from—Hastings House, Publishers, Incorporated, 10 East 40th Street, New York, New York 10016 (\$7.50 paper, \$13.95 cloth)

Document Not Available from EDRS

Descriptors—Consumer Education, *Ethics, Films, *Journalism, *Mass Media, New Journalism, Newspapers, *News Reporting, *Television, Television Commercials
Identifiers—*Broadcast Journalism

This collection of 35 articles addresses the topic of the ethical considerations and implications involved in reporting the news. Included in this book are such articles as: "Ethics and Journalism" by John Merrill, "Quality in Mass Communications" by Wilbur Schramm, "The American Press: Some Truths About Truths" by Edward Jay Epstein, "The New Journalism and the Old" by Paul Weaver, "A Disturbing Arrangement in the Press" by Chet Huntley, "Newspaper Credibility: What Needs to Be Done?" by Peter Clark, "All the News That's Fit to Film" by Clive Irving, "What the Press Must Do" by J. F. terHorst, "The Making of a Consumer" by George Cordon, "How 'Fair' Should TV Be?" by Nat Hentoff, and "The Arts of Selling" by Aldous Huxley. (TS)

ED 119 190 CS 202 516
Publishing a Newsletter for Education Associations. PR Bookshelf No. 5.

National Education Association, Washington, D.C.

Pub Date 69

Note—39p.

Available from—NEA, 1201 Sixteenth St., N.W., Washington, D.C. (Stock No. 1272-0-00, \$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Editing, Educational Finance, *Layout (Publications), *Newsletters, News Media, *Printing, Professional Associations, *Publications

This handbook for how to publish a newsletter for educational associations is divided into ten short sections. The sections discuss such topics as analyzing the audience, the makeup of the editorial board, what should go into a newsletter, ways to get the news, aids for the editor, writing simply and clearly, planning layout, printing, following the budget, and distributing the newsletter. Several appendixes with photographs are also included. (TS)

ED 119 191 CS 202 517
Sutton-Smith, Brian

The Psychology of Childlore: A Theory of Ludic Models.

Pub Date 31 Aug 75

Note—24p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Athletics, *Childrens Games, *Childrens Literature, Cross Cultural Studies, *Cultural Awareness, Cultural Factors, *Folk Culture, Games, *Literary Analysis, Models
Identifiers—*Ludic Models, Riddles

This paper argues that the study of the psychology of childlore must incorporate theories from a larger cultural system as well as the non-sense functions of the childlore phenomena and the unique quality of the organizations learned through childlore. Attention to all three aspects (the consolidative, the inersive, and the prototypic) are in the domain of the theory of ludic modeling. Examined in this paper are various anthropological studies, and Piagetian structural approaches, especially riddles and games. A structural organization of game levels is delineated and includes pastimes, central person games, competitive games, and sports. It is concluded that a theory of folklore through ludic models is an effective method of study. (TS)

ED 119 192 CS 202 518
Mood, Darlene Weisblatt

Semantics, Syntax, and Sense: Testing an "Adaptive Egocentrism" Hypothesis.

Pub Date 75

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Language, English, Language Development, Language Research, *Language Skills, Language Usage, Linguistic Competence, Linguistic Patterns, Preschool Education, *Semantics, *Sentence Structure, *Syntax
Identifiers—*Adaptive Egocentrism, Piaget (Jean)

The purpose of this study was to examine the effects of varying the semantic content of active and passive sentences along a dimension of "personality" on the comprehension of those sentences by preschool age children. The study focuses on a current linguistic controversy dealing with the relative adequacy of syntax-based and semantics-based theories of linguistic competence, evolving an hypothesis of "adaptive egocentrism" based on Piaget's theories of language development and preoperational thought. The subjects—homogeneous with regard to economic status, heterogeneous in race with non-white subjects distributed across age and sex groups—consisted of 120 children selected from five nursery school day-care centers in Ypsilanti and Ann Arbor, Michigan. Two experiments are reported in this study. Both lend support to the "adaptive egocentrism" hypothesis proposed by Piaget. (RB)

ED 119 193 CS 202 520
Haverson, Wayne Walter

American English for Success: A Seven Unit Program for Secondary School Students of English as a Second Language.

Pub Date 75

Note—165p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-202, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*American English, Class Activities, Doctoral Theses, *English (Second Language), *English Instruction, *Instructional Materials, Learning Activities, Secondary Education, *Second Language Learning, Teaching Methods

The purpose of this project was to develop new materials for non-English speaking secondary school students of English as a second language that were meaningful and applicable to their immediate needs. The material was developed from audio and video tape recordings made of survival situations encountered by ESL students in an American high school. The complete program includes: Teacher's Manual with detailed lesson plan procedure for unit one and aural-oral methodology instruction; Student Text, Book One: In the Classroom, In the Attendance Office, In the Health Office, At a Game, In the Cafeteria and Supermarket, Riding Public Transportation, Shopping; Vocabulary lists at the end of each unit; Performance Objectives for English Structure; Performance Objectives for Survival Situations. (Author/RB)

ED 119 194 CS 202 521
Lucking, Robert Alfred

A Study of the Effects of a Hierarchically-Ordered Questioning Technique on Adolescents' Responses to Short Stories.

Pub Date 75

Note—133p.; Ph.D. Dissertation, The University of Nebraska-Lincoln

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2035, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, *English Instruction, Grade 10, Literary Analysis, *Literature Appreciation, *Questioning Techniques, Secondary Education, *Short Stories, *Teaching Methods

The purpose of this study was to examine the effects of a hierarchically-ordered questioning technique employed by beginning English teachers on their students' written responses to short stories. The subjects were 84 tenth grade students in three teachers' classes at two Lincoln (Nebraska) high schools. It was concluded that when presented with a hierarchically-ordered questioning technique, students of both high and low reading ability made a significantly broader, more interpretive range of responses to short stories than when they received no instruction of any kind; when presented with this questioning technique, students of both favorable and unfavorable attitudes toward reading made a significantly broader, more interpretive range of responses than when they received no instruction; students of both high and low reading ability made a significantly broader, more interpretive range of responses than when they received instruction from teachers without special training in questioning skills; students of both favorable and unfavorable attitudes toward reading made a broader interpretation of responses than those instructed by teachers without special training; and the responses of males and females were not significantly different. (Author/RB)

ED 119 195 CS 202 525
Hall, William E., Ed.

Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 10. Association for Education in Journalism.

Pub Date 72

Note—260p.; Not available in hard copy due to marginal legibility of original document

Available from—Journalism Abstracts, Business Office, Association for Education in Journalism, 431 Murphy Hall, University of Minnesota, Minneapolis, Minnesota 55455 (\$6.00 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, Communication (Thought Transfer), Content Analysis, *Doctoral Theses, Higher Education, *Journalism, *Mass Media, *Masters Theses, Media Research, News Media, Newspapers, Radio, Research Methodology, Research Tools, Television
Identifiers—Broadcast Journalism

This annual compilation by the Association for Education in Journalism describes master's theses and doctoral dissertations written in schools and departments of journalism and communication in the United States between July 1, 1971, and June 30, 1972. The aim of the book is to improve the flow of information about current research to students and teachers in journalism schools, to scholars in related disciplines, and to professionals in the media of mass communication. It contains 374 abstracts submitted from 57 colleges and universities, including 48 doctoral theses and 326 master's theses. All abstracts were prepared by the students or their advisors. The abstracts are arranged in alphabetical order under doctoral dissertations and master's theses. An author index and a complete subject index are included. (RB)

ED 119 196 CS 202 526
Hall, William E., Ed.

Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 11. Association for Education in Journalism.
Pub Date 73

Note—226p; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, Communication (Thought Transfer), Content Analysis, *Doctoral Theses, Higher Education, *Journalism, *Mass Media, *Masters Theses, Media Research, News Media, Newspapers, Radio, Research Methodology, Research Tools, Television
Identifiers—Broadcast Journalism

This annual compilation by the Association for Education in Journalism describes master's theses and doctoral dissertations written in schools and departments of journalism and communication in the United States between July 1, 1972, and June 30, 1973. The aim of the book is to improve the flow of information about current research to students and teachers in journalism schools, to scholars in related disciplines, and to professionals in the media of mass communication. It contains 302 abstracts submitted from 53 colleges and universities, including 57 doctoral dissertations and 245 master's theses. All abstracts were prepared by the students or their advisors. The abstracts are arranged in alphabetical order under doctoral dissertations and master's theses. An author index and a complete subject index are included. (RB)

ED 119 197 CS 202 527
Hall, William E., Ed.

Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 12. Association for Education in Journalism.
Pub Date 74

Note—214p; Not available in hard copy due to marginal legibility of original document

Available from—Journalism Abstracts, Business Office, Association for Education in Journalism, 431 Murphy Hall, University of Minnesota, Minneapolis, Minnesota 55455 (\$6.00 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, Communication (Thought Transfer), Content Analysis, *Doctoral Theses, Higher Education, *Journalism, *Mass Media, *Masters Theses, Media Research, News Media, Newspapers, Radio, Research Methodology, Research Tools, Television
Identifiers—Broadcast Journalism

This annual compilation by the Association for Education in Journalism describes master's theses and doctoral dissertations written in schools and departments of journalism and communication in the United States between July 1, 1973, and June 30, 1974. The aim of the book is to improve the flow of information about current research by providing easy access to students and teachers in journalism schools, to scholars in related disciplines, and to professionals in the media of mass communication. It contains 362 abstracts submitted from 53 colleges and universities, in-

cluding 65 doctoral dissertations and 297 master's theses. All abstracts were prepared by the students or their advisors. The abstracts are arranged in alphabetical order under doctoral dissertations and master's theses. An author index and a complete subject index are included. (RB)

ED 119 198 CS 202 528
Hall, William E., Ed.

Journalism Abstracts: M.A., M.S., Ph.D. Theses in Journalism and Mass Communication. Vol. 13. Association for Education in Journalism.
Pub Date 75

Note—172p; Not available in hard copy due to marginal legibility of original document

Available from—Journalism Abstracts, Business Office, Association for Education in Journalism, 431 Murphy Hall, University of Minnesota, Minneapolis, Minnesota 55455 (\$6.00 paper)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Annotated Bibliographies, Communication (Thought Transfer), Content Analysis, *Doctoral Theses, Higher Education, *Journalism, *Mass Media, *Masters Theses, Media Research, News Media, Newspapers, Radio, Research Methodology, Research Tools, Television
Identifiers—Broadcast Journalism

This annual compilation by the Association for Education in Journalism describes master's theses and doctoral dissertations written in schools and departments of journalism and communication in the United States between July 1, 1974, and June 30, 1975. The aim of the book is to improve the flow of information about current research by providing easy access to students and teachers in journalism schools, to scholars in related disciplines, and to professionals in the media of mass communication. It contains 287 abstracts submitted from 40 colleges and universities, including 49 doctoral dissertations and 238 master's theses. All abstracts were prepared by the students or their advisors. The abstracts are arranged in alphabetical order under doctoral dissertations and master's theses. An author index and a complete subject index are included. (RB)

ED 119 199 CS 202 529
Schwartz, Sheila

Using Adolescent Fiction That Deals with Current Problems and Lifestyles to Explore Contemporary Values.

Pub Date Jan 76

Note—17p; Paper presented at the Annual Meeting of the English Teachers on Creative Survival (4th, Rutherford, New Jersey, January 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adolescent Literature, *English Instruction, *Fiction, Futures (of Society), *Humanistic Education, Junior High Schools, Literary Analysis, Literary Perspective, *Moral Values, Secondary Education, Social Values, Values

This paper argues that a value structure must be developed and taught in the schools. The values and principles contained in the Humanistic Manifesto II are examined in the context of current adolescent literature. Discussed are such books as "It's Not What You Expect" and "Mom, The Wolfman and Me" by Norma Klein; "First Person Singular" by Vida Demas; "For All the Wrong Reasons" by John Neufeld; "A Single Girl" by Mary Danby; "One Flew Over the Cuckoo's Nest" by Ken Kesey; "I Never Promised You A Rose Garden" by Joanne Greenberg; "The Bell Jar" by Sylvia Plath; and "Run, Shelley, Run" by Gertrude Samuel. The author argues that books such as these, which incorporate humanistic values, can best prepare today's students for the coming humanistic century. (TS)

ED 119 200 CS 202 530
Public Relations Guide.

Proctor and Gamble Co., Cincinnati, Ohio.

Pub Date 75

Note—49p.

Available from—Procter & Gamble Educational Services, P.O. Box 14009, Dept. PK, Cincinnati, Ohio 45214 (\$2.75 paper)

Document Not Available from EDRS

Descriptors—Course Content, Course Objectives, Curriculum Guides, *Guidelines, Higher Education, *Home Economics, *Instructional

Materials, Publicize, *Public Relations, Secondary Education

This guide was especially designed for home economists and includes 50 pages of practical ideas and examples on how to set public relations objectives, determine target audiences, work with the media, write releases and prepare for broadcast interviews. The guide includes definitions of basic terms used in public relations, establishes guidelines for public relations programs, relates home economics to public relations, and provides samples of information release forms. A special nine-page wrap-up section includes tips on how to organize and conduct public relations workshops. (RB)

ED 119 201 CS 202 531
Prochilo, Michael Ignatius

Contemporary Semantic Studies: The Development of a Model Syllabus for the Preparation of Teachers.

Pub Date 75

Note—307p; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2360, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, English Curriculum, *English Education, Higher Education, Language Arts, *Language Instruction, Linguistics, Models, *Semantics, *Teacher Education

The principal aim of this study was to bring together three contemporary frameworks, general semantics, linguistic semantics in transformational theory, and speech acts in ordinary language philosophy, and to present their individual methods for analyzing the nature of meaning in language. The survey of these three systems forms the basis for a course of instruction to be offered by teacher-trainers in an English education program. The chapters examine such topics as: an analysis of the conditions that resulted in general semantics becoming the primary or only approach to teaching semantics in the classroom; research material, methods texts, and professional writings for the purpose of determining whether university level semantics have had as great an impact in practical application as general semantics; a design for collegiate courses in contemporary semantic studies; and a survey of current semantic studies at the university level, the current conditions of semantic scholarship, and the necessity of utilizing new information from alternative points of view with regard to the semantic aspect of language in the K-12 language arts curriculum. (Author/TS)

ED 119 202 CS 202 532
Salzer, David Otto

English Education in the Israeli School System.

Pub Date 75

Note—333p; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3541, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational History, Elementary Secondary Education, *English Curriculum, *English Instruction, English Programs, Language Arts, *School Systems
Identifiers—*Israel, Israeli Matriculation Examinations

Chapter 1 contains a general description of the Israeli school system, with a history of education in Israel and a summary of the education situation in Palestine; a discussion of the advantages and disadvantages of the school system's division into general, religious, and labor trends; a detailed account of the organizational framework; an examination of the system's institutional framework; and a survey of Israeli Universities. Chapter 2 examines the English curricula in primary (grades 5 and 6), intermediate (grades 7, 8, and 9), and upper grades 10, 11, and 12) division schools and considers the controversy surrounding the curricula. Chapter 3 discusses various aspects of the English section of the Israeli Matriculation Examinations, contains copies of the entire English Matriculation Exam for 1975 and of older lists of required reading materials, and includes an analysis of the reactions to proposed changes in the English section of the exam. (Author/JM)

ED 119 203

CS 202 533

Wagner, Eileen Nause

The Impact of Composition Grading on the Attitudes and Writing Performance of Freshman English Students.

Pub Date 75

Note—146p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-614, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Freshmen, *Composition (Literary), Composition Skills (Literary), Doctoral Theses, *English Instruction, *Grading, Higher Education, Performance Factors, *Positive Reinforcement, *Student Attitudes

This study examined the impact of letter grading on student attitudes toward composition in freshman English. One treatment group received letter grades on twelve compositions written during the course of the study and the other group received no letter grades. Both groups were treated identically in all other ways, including the use of positive comments on all papers. Treatment was linked to change in attitude as measured from pretest to posttest on a Semantic Differential scale and on an original attitude test, Writing on Writing. All change in attitude was linked to change in writing performance as measured by the STEP Writing Test and a writing sample evaluated according to a scale suggested by Earl Buxton. Conclusions were that in the presence of positive comment on compositions, the presence or absence of letter grades does not significantly affect change in attitude or writing performance and that attitude change does not correlate significantly with performance change. (Author/JM)

ED 119 204

CS 202 534

Wright, Nancy Jane

The Effects of Role-Playing on the Improvement of Freshman Composition.

Pub Date 75

Note—201p.; Ph.D. Dissertation, Texas A&M University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3684, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Freshmen, Composition (Literary), *Composition Skills (Literary), *English Instruction, Higher Education, *Role Playing, Self Evaluation, Teaching Methods

The purpose of this study was to obtain data on the value of role playing as a method of writing instruction. Four classes of freshman composition comprised the sample: one early and one late class as experimental, and one early and one late class as control, with no significant differences between the two at the start. Each group was taught five basic writing skills: the experimental group through role playing and self-evaluating each theme with an informally worded checklist, and the control group through formal rhetorical principles and terms. Pretest and posttest one were compositions identically assigned to both groups. Posttest two asked for an evaluation of the handling of basic writing skills in a composition by someone else. Results showed that subjects in both groups improved their writing performance and that although the experimental group improved more on all measurements, differences were statistically insignificant except in the measurement of the ability to apply what was learned about writing by evaluating someone else's writing. (Author/JM)

ED 119 205

CS 202 535

Mullican, James S., Ed.

Focus: Literature in the Classroom.

Indiana Council of Teachers of English, Terre Haute.

Pub Date 74

Note—34p.; Indiana Council of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit—Indiana English Journal; v9 n1 p1-32 Entire Issue Fall 1974

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*English Instruction, *Language Arts, Literary Analysis, *Literature Appreciation, Novels, Sex Stereotypes, Social Values, *Teaching Methods

Identifiers—*Graffiti

This special issue of the "Indiana English Journal" is devoted to such articles on literature in the classroom as "The Boys of Summer" by Saul Bachner, "Sexual Stereotypes and Persuasive Techniques in Children's Literature" by Marilyn Faulconer and Thomas Tortoriello, and teaching "Silas Marner Again" by William Martin. Using graffiti in the classroom and teaching the novel and the play versions of Carson McCullers' "The Member of the Wedding" are also discussed. (TS)

ED 119 206

CS 202 536

Allen, Lee E., Ed.

Composition.

New England Association of Teachers of English. Pub Date 75

Note—41p.; NEATE is an affiliate of the National Council of Teachers of English

Journal Cit—The Leaflet; v54 p1-40 Entire Issue Spring 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Composition (Literary), *Creative Writing, Elementary Secondary Education, *English Instruction, Language Arts, Propaganda, Teaching Methods, *Technical Writing, *Writing Skills, Written Language

This special issue of "The Leaflet" focuses on various aspects of composition. Included are articles on such topics as writing instruction as a process, not a product; technical writing in high school; using "junk" material to stimulate creative writing; discovering one's own voice in writing; teaching writing to high school students by instilling confidence; writing for particular magazines; and teaching propaganda techniques. (TS)

ED 119 207

CS 202 537

Mullican, James S., Ed.

Focus on Composition.

Pub Date 75

Note—33p.

Journal Cit—Indiana English Journal; v9 n3 Entire Issue Spring 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Class Activities, *Composition (Literary), *Creative Writing, Elementary Secondary Education, *English Instruction, Language Development, Language Instruction, *Teaching Methods, *Writing Skills

This issue of the "Indiana English Journal" discusses the teaching of writing and contains suggestions that will help improve students' writing. The essays contained in this monograph include "The Writer as Writer and Critic: How to Be a Schizophrenic and Still Not End Up in Bedlam," "A Teacher's Mini-Glossary of Writing Techniques," "Film—A Way to Learn to Write," "Models for Writing Conferences," "The Teaching of Composition through Textless Books," and "The Wire Game: Classroom Interaction for Oral and Written Communication." (RB)

ED 119 208

CS 202 538

Blumler, Jay G., Ed. Katz, Elihu, Ed.

The Uses of Mass Communications: Current Perspectives on Gratifications Research. Sage Annual Reviews of Communication Research Volume III.

Pub Date 74

Note—318p.

Available from—Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 (\$17.50 cloth, \$7.50 paper)

Document Not Available from EDRS

Descriptors—*Analytical Criticism, Audiences, *Communications, Higher Education, *Mass Media, Measurement Instruments, Media Research, *Research Methodology, Research Tools, Television Viewing, *Theories

Identifiers—*Gratifications Research

The essays in this volume examine the use of the mass media and explore the findings of the gratifications approach to mass communication research. Part one summarizes the achievements in this area of mass media research and proposes an agenda for discussion of the future direction of this research in terms of a set of theoretical, methodological, and substantive issues that need more systematic attention. Part two contains essays which present new empirical evidence in the area of gratifications research. Among these essays are "Gratifications of Television Viewing and Their Correlates for British Children" and "Testing the Validity of Gratification Measures

through Political Effects Analysis." The essays in part three contain original analytical arguments to clarify some of the problems posed in the opening overview. Sample essays include "Psychological Motives and Communication Gratification" and "Television as a Functional Alternative to Traditional Sources as Need Satisfaction." (RB)

ED 119 209

CS 202 539

Witte, Stephen P. And Others

An Experimental English Composition Program: Instructional and Curricular Models.

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the Oklahoma Council of Teachers of English (Oklahoma City, April 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Composition (Literary), *Composition Skills (Literary), *Curriculum Design, Higher Education, Individualized Instruction, *Instructional Design, *Liberal Arts, Models

The Experimental English Composition Program, developed at Oklahoma State University, responds to the university's need for practical composition courses and the English faculty's concern for humanistic courses. This program presents a variety of instructional options with more personalized learning manuals and a combination of individually paced instruction and conventional instruction. In addition, the program offers many curricular options for composition objectives which complement students' educational goals. Eighteen one-semester credit hour courses are divided into three groups: basic skills education, liberal arts education, and career education. All courses in group I are required, and the university's six-hour composition requirement may be completed by a combination of courses in the second and third groups. (Diagrams of instructional models are included.) (JM)

ED 119 210

CS 202 541

Dieterich, Daniel, Ed.

Teaching About Doublespeak.

National Council of Teachers of English, Urbana, Ill.

Pub Date 76

Note—218p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 50276, \$3.75 member, \$3.95 nonmember)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), Critical Thinking, Elementary Secondary Education, Higher Education, Language Arts, *Language Usage, Lesson Plans, Mass Media, *Propaganda, Publicize, Public Speaking, *Teaching Methods, Television Commercials

Identifiers—*Doublespeak

The majority of the 24 essays in this book describe successful units, classes, or courses on the misuse of public language, while others suggest specific techniques for studying doublespeak or discuss theoretical frameworks for approaching the study of doublespeak. The first section of the book deals with the theory behind the study of doublespeak, and the second section contains material suitable for classroom use at more than one level. The last three sections include material for the study of doublespeak at each of three educational levels—elementary, secondary, and college. The essays will provide practical help for teachers guiding students in learning to deal with the doublespeak they encounter in advertising, governmental and political announcements, and other messages transmitted through the mass media. (Author/JM)

ED 119 211

CS 202 542

Zoerner, C. E., Jr.

Teaching the Vanquished to Write.

Pub Date 75

Note—8p.; Paper presented at the Western Regional Meeting of the American Business Communication Association (Anaheim, California, March 7-8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Business Communication, Business Education, Business English, Composition (Literary), *Composition Skills (Literary), Higher Education, *Teaching Methods

Business communications students who too often feel themselves defeated from their previous attempts to learn to write need to be shown how to take the painful pressure off writing and how to learn written communication by using feedback. Six specific steps which may be followed in helping students cope with feelings of failure are: letting them know that the teacher understands their feelings, letting them know that they are not alone in their defeat and pain, admitting that teachers can't teach them how to write (they can learn to teach themselves), showing them how to take as much pressure as possible off the writing process, providing them with the feedback they need to learn written communication, and sparing them from final disappointment. (JM)

ED 119 212

CS 202 543

Mathieson, Margaret

The Preachers of Culture.

Pub Date 75

Note—225p.

Available from—Rowman and Littlefield, 81 Adams Drive, Totowa, New Jersey 07512 (\$12.00 cloth)

Document Not Available from EDRS

Descriptors—*Cultural Awareness, Educational Change, *Educational History, Educational Improvement, Educational Objectives, *Educational Philosophy, Educational Theories, *English Curriculum, *English Instruction

Identifiers—*Great Britain

This book examines the ideology of English instruction in British schools, provides explanations for its growth, and discusses the implications of educationists' persistent demands for teachers with outstanding personal qualities. Divided into three parts, the contents of this book consider the changing role of English in the curriculum, discussing the relationship between redefinitions of English and developments in educational theory and wider society. Also discussed is how the emergence of English as an important school subject has coincided with educational expansion, urban development, and technological change. The growth of English is also examined in relation to the decline of the classical curriculum in universities, public schools, and grammar schools, and the decline of religion as a character-building force. (RB)

ED 119 213

CS 202 544

Hipple, Theodore W. And Others

The Novels Adolescents Are Reading.

Florida Educational Research and Development Council, Gainesville.

Pub Date 75

Note—56p.

Journal Cit—Research Bulletin; v10 n1 Entire Issue Fall 1975

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Adolescent Literature, Educational Research, English Instruction, Fiction, Language Arts, *Literature Appreciation, National Surveys, *Novels, Reading Habits, *Reading Interests, Reading Materials, Secondary Education, *Teaching Methods

This monograph reports the results of a national study conducted to determine the names of the novels students are most commonly required to read in their high school English courses and the names of their favorite novels, and to recommend methods for teaching novels. The sample for the survey was drawn from the membership of the Conference of Secondary School English Department Chairmen (CSSEDC), an affiliate of the National Council of Teachers of English. The research instrument used was a questionnaire. An extensive narrative summary of results is provided along with a brief bibliography of books and articles about the teaching of novels. (RB)

ED 119 214

CS 202 545

Sheridan, E. Marcia, Ed.

[Analysis of Sex Stereotypes in Textbooks Used in South Bend, Indiana Schools]; Report of the Education Committee of the South Bend Mayor's Commission on the Status of Women.

Pub Date 75

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Art, Elementary Secondary Education, Instructional Materials, Literature, Mathematics, Reading, *Sex Discrimination, *Sex Stereotypes, Social Studies, Spelling, Textbook

Bias, *Textbook Evaluation, *Textbooks, Writing

Textbooks currently in use in South Bend School Corporation were examined in order to determine the extent to which traditional role stereotypes were being portrayed. This report contains evaluations of curriculum materials in reading, spelling, mathematics, art, writing, social studies, and literature. The "Holt Basic Reading Systems," the most widely used series in the corporation, show males predominant approximately three times more often than females. Holt's secondary math texts show roughly 75 percent of problems being handled by males. Silver Burdett's spelling texts have twice as many masculine pronouns as feminine pronouns, and their social studies series show males in adult roles and occupations three times as often as females. Recommendations are made to raise public awareness of the existence of sexism and to bring pressure on publishers to provide more realistic representation of females. (Author/JM)

ED 119 215

CS 202 546

Cowan, Elizabeth

Teaching Communication Skills: The Community College as Model.

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (45th, Atlanta, Georgia, November 6-8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Education, *Communication Skills, *Community Colleges, Community Education, Educational Change, *Educational Philosophy, *English Curriculum, English Instruction, Higher Education, *Models

This paper discusses the community college English curriculum as a model for teaching communication skills in four year colleges and universities. The first part of the paper examines and discusses the decline of English majors, the changing nature of college students, open-admissions, part-time students, adult enrollment, and the difficulty graduates are having finding jobs. The second part of the paper discusses the philosophy of the community college and the three distinct divisions of the community college: the division designed to provide the first two years of baccalaureate study; the career education division, designed offering community interest courses. Community colleges have much experience in dealing with students of all abilities, as well as part-time and adult students. It is concluded that student bodies at universities and community colleges are beginning to resemble each other and that community college English departments have valuable experience in areas universities must begin to explore. (TS)

ED 119 216

CS 202 547

Dale, Edgar

The Word Game: Improving Communications. Fastback 60.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—41p.

Available from—Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, Ind. 47401 (\$0.50 prepaid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Communication (Thought Transfer), *Language Development, *Learning Processes, Listening Skills, Speaking, *Vocabulary, *Vocabulary Development, *Vocabulary Skills, Writing Skills

This booklet is designed to help people improve their vocabulary. Four principles of vocabulary development are outlined: language development and vocabulary development are closely related; language development is concept development; vocabulary development is an ongoing process; and vocabulary is the basis for most tests of I.Q. The author argues that vocabulary development takes place in the context of the communication triad: reading and writing, speaking and listening, and visualizing and observing. These language development skills concern all teaching and learning. Such topics are discussed as the utilization of words for communicating, sharing ideas, conceptualizing, comparing, contrasting, classifying, reading, writing, and metaphorizing. Also discussed are learning techniques; learning roots, prefixes, and suffixes; pronunciation and spelling; mispronunciation; and slangs. (TS)

ED 119 217

CS 202 549

Adler, Stuart Paul

A Reconstructionist Approach to the Teaching of Literature.

Pub Date 76

Note—151p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6630, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Curriculum Planning, Doctoral Theses, Educational Objectives, *Educational Philosophy, *English Instruction, Higher Education, *Literary Criticism, *Literature, *Teaching Methods, Theories, Values

Identifiers—Brameld (Thomas), *Reconstructionism

Reconstructionism is an extension and elaboration of the progressivist philosophy of education developed by John Dewey and his intellectual associates. Thomas Brameld also views reconstructionism as the beginning of a new philosophy of education, and this dissertation develops an approach to teaching literature that functions with Brameld's views. The first chapter reviews the major characteristics of Dewey's progressivist philosophy and the new reconstructionist emphasis advocated by Brameld. The second chapter, based on the works of Ernest Cassirer, develops the necessary aesthetic theory. Based on the works of Northrop Frye and Joseph Campbell, chapter three elaborates on the nature of literature as a unique art medium. Chapter four, based on the works of Sigmund Freud and Norman O. Brown, explores the complex subject of the unconscious. The last chapter analyzes the implications for a reconstructionist curriculum in literature. (Author/RB)

ED 119 218

CS 202 550

Anderson, Sada Mae

Affective Education: Its Implications for Teaching a Communication Arts Course in the College English Program.

Pub Date 75

Note—154p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5410, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Affective Objectives, *Communication Skills, Doctoral Theses, Educational Programs, Educational Research, *English Instruction, *English Programs, *Guidelines, Higher Education, Humanistic Education, Literature Reviews

This study reviews, analyzes, and summarizes the scientific research and professional literature pertaining to affective education (education concerned with the emotional needs of the learners) in order to determine its implications for a communication arts course in the English program. A review of the literature indicated that when the basic human needs are unmet, the development of the higher needs, creative and intellectual, is suppressed. A synthesis was arrived at which provides guidelines for teachers in the cultivation of affective dimensions in education. Ten needed research issues were listed. A review of programs and theoretical positions indicated that the state of the art was in its initial stages and that research on affective education had been based on subjective, personal observations, rather than on highly controlled experimental statistical studies. Considerable consensus was attached to the idea of an interactive approach to education which combined individuals developing their cognition along with their affective lives. (Author/JM)

ED 119 219

CS 202 551

Cash, Marilyn Vick

Selected Factors for Individualizing the Instruction of English in Secondary Schools in the State of Alabama.

Pub Date 74

Note—264p.; Ph.D. Dissertation, The University of Alabama

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4799, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Environment, Educational Research, *English Curriculum, *English Instruction, *Individualized Instruction, Secondary Education, Student Role, Teacher Role, *Teaching Methods

Identifiers—*Alabama

This study investigated the extent of individualization of instruction present in the teaching of English in selected schools in Alabama. The study encompassed a ten per cent stratified random sampling of secondary English classrooms. Each participant was mailed a questionnaire based on the descriptions and the discussions extrapolated from the literature pertaining to the individualization of instruction. This literature included five component areas of individualized instruction: environmental situation, teacher role, student involvement, curriculum and materials, and evaluation and reporting. It was concluded that individualization of instruction as defined by this study, if present at all, was limited and not consistently present in all five of the component areas. The descriptive information gathered from each component area contributed to an entire image of a traditional environment encompassing traditional curricula based on traditional materials taught in a traditional way with the teacher and the student filling traditional roles. (Author/TS)

ED 119 220 CS 202 552

Gillis, Candida

A Methodology for Examining the Relative Emphases on Four Components of English in Secondary English Elective Programs.

Pub Date 75

Note—205p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5735, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Course Content, *Curriculum Evaluation, Curriculum Research, Doctoral Theses, Educational Research, *Elective Subjects, *English Curriculum, English Instruction, *English Programs, *Research Methodology, Secondary Education

Identifiers—Alaska (Anchorage)

This research concerned two problems: (1) the development of economical procedures that any English department could use to examine the emphases on each area of English; (2) when the procedures were used to collect data in two schools, determining from the findings whether the criticism of elective programs was warranted. The methodology used was to have teachers examine the emphases in literature, language, writing, and speech courses, and in courses of different difficulty (phase) levels. The findings—which pertained to the Anchorage, Alaska, schools—showed that the intentions of the English departments to stress certain components in certain groups of courses were also the intentions of teachers in the classroom. The main emphasis in the programs was on literature; language and writing were the least emphasized according to teachers' objectives. Literature was also stressed more than any other component in courses of most difficulty levels; writing was neglected in courses designed for students of low ability. Teachers indicated that they did not prefer to teach concepts of writing. It was concluded that while the findings gave some support to the critics of elective programs, English departments need not eliminate the programs. (Author/RB)

ED 119 221 CS 202 553

Gurley, Jay

The Comparative Effects of Using Alternative Modes of Instruction in Developmental Writing on the Achievement of Selected Groups of College Students.

Pub Date 75

Note—114p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4633, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Community Colleges, *Developmental Programs, Doctoral Theses, Educational Research, *English Instruction, Independent Study, Junior Colleges, Small Group Instruction, *Teaching Methods, *Writing Skills

One hundred seventy-five first-year community college students enrolled in a course called "Developmental Writing 090" participated in this study. Some students were enrolled in an experimental group which was divided into two subgroups: one group was involved in independent study and the other in small group instruction. Other students in the study were enrolled in two

control groups: one group received traditional instruction at night, the other received comparable instruction during the day. The statistical procedure applied to treat the collected data was analysis of covariance. It was concluded that groups of community college students who are enrolled in developmental writing and who are engaged in independent study learn less than students involved in small group or traditional instruction; small group instruction is more effective than either independent or traditional instruction in improving developmental writing skills; and traditional instruction used in night classes is more effective than traditional instruction offered during the day. (Author/TS)

ED 119 222 CS 202 554

Hausner, Robert Martin

Interaction of Selected Student Personality Factors and Teachers' Comments in a Sequentially-Developed Composition Curriculum.

Pub Date 75

Note—213p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4153, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Composition (Literary), Doctoral Theses, Evaluation, *Individual Characteristics, Personality Assessment, Secondary Education, *Sequential Programs, *Student Characteristics, Student Teacher Relationship, *Teacher Influence

This study examined the interaction of selected student personality factors and teachers' comments upon students' abilities to improve in composition writing in one sequentially developed curriculum, comprised of a series of six lessons, each of which preceded an in-class composition. Subjects, 163 students in eight eleventh grade English classes in two New York City public schools, were administered the Sequential Test of Educational Progress—Writing, Forms 2A and 2B and the Edwards Personality Inventory, Booklets II and III, from which seven scales were extracted for purposes of identifying students. The experimental group received teachers' comments on each of six compositions, with each pupil receiving a total of nine positive and nine negative comments. The control group received the same format and substance of the six composition lessons without teachers' comments. Analysis of results showed: no significant differences between the posttest scores for control and experimental students, no significant differences between the posttest scores for students possessing six of the seven personality factors, and significant differences between posttest scores for students identified as being sensitive to criticism in the total group and for those identified as being not sensitive to such criticism. (Author/JM)

ED 119 223 CS 202 555

Hogan, Robert Craig

The Rationale, Design, Implementation, and Evaluation of a Composition Program Employing Backward Sequence.

Pub Date 75

Note—229p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5446, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Autoinstructional Methods, *Composition (Literary), *Composition Skills (Literary), Doctoral Theses, *English Programs, Higher Education, Paragraph Composition, *Program Descriptions, Program Evaluation

Identifiers—*Backward Chaining

This dissertation presents a rationale for the use of a backward sequence of instruction (most often termed backward chaining) in the design of a programed, self-instructional text teaching college students to write logically organized paragraphs, make the organization of a research paper clear, and logically organize a research paper. The 250-page programed text based on that rationale is explained. A sample programed unit using a simplified version of the Christensen method of paragraph criticism is included, and a description of the implementation with 46 community college students follows. The three versions of the text used were backward sequenced, forward sequenced using the same materials, and forward sequenced with the material designed to

foster discrimination of the discriminative stimuli deleted. The backward sequenced version resulted in significant increases in favorable effect, the ability to logically organize paragraphs, and the ability to make the organization of the paper clear. No significant gain scores were obtained for any other version of the text in either skills taught or affect. (Author/JM)

ED 119 224 CS 202 556

Keeney, Mary Louise

An Investigation of What Intermediate-Grade Children Say about the Writing of Stories.

Pub Date 75

Note—127p.; Ed.D. Dissertation, Lehigh University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5091, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Composition (Literary), *Creative Writing, Doctoral Theses, Educational Research, Intelligence Factors, Intermediate Grades, Language Arts, Language Development, Reading Ability, Self Concept, *Student Attitudes, Teacher Attitudes, *Writing Skills

The primary purpose of this study was to discover what intermediate-grade children say about choice of topic, time for writing, the act of writing, and difficulties encountered in writing. A second purpose was to obtain data on four questions: is there a relationship between the intelligence of these children and teacher appraisal of pupils' attitude toward writing? Is there a relationship between the reading ability of these children and teacher appraisal of pupils' attitude toward writing? Is there a relationship between children's performance in writing and teacher appraisal of their attitude toward writing? and Are children's self-estimates related to their teachers' ratings of children's writing performance? The sample consisted of 276 fourth- and sixth-grade pupils. Questionnaires as well as information from school records were used to collect the data. Some of the conclusions were that a large majority of pupils in both grades elected to choose their own topics rather than their teachers' topics; a total of 109 fourth-graders and 93 sixth graders said that they like to write stories in school; and there was a significant relationship between intelligence and teacher appraisal of pupils' attitudes toward writing. (Author/TS)

ED 119 225 CS 202 557

King, Viola Daste

An Investigation of Association of Language with the Race of the Speaker and Preference for Vernacular Black English and Standard English among Black Inner-City First Grade Students.

Pub Date 75

Note—145p.; Ed.D. Dissertation, University of New Orleans

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,880, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Caucasian Students, *Child Language, Doctoral Theses, Grade 1, *Inner City, Language Research, *Negro Dialects, Negro Students, Primary Education, Racial Factors, Self Concept, Sex Differences, *Standard Spoken Usage

This study attempted to answer five questions: do black inner-city students at the first grade level associate Vernacular Black English (VBE) with black speakers and Standard English (SE) with white speakers? Do black inner-city students prefer VBE or SE? Is there a significant relationship between the self-concept of these students and their preference for VBE or SE? Is there a significant relationship between the sex of the student and association of language with the race of the speaker or preference for VBE or SE? and Is there a significant relationship between the race of the teacher and the students' association of language with the race of the speaker and preference for VBE or SE? The sample consisted of two first grade classes that had been taught in kindergarten and first grade by black teachers and two by white teachers. The findings of the study indicated that these students show a significant ability to associate language with the race of the speaker. Black inner-city first grade students also show a preference for SE. The variables of sex of the students, the race of the students' teachers, and the self-concept of the students are not significantly related to their association and preference. (Author/TS)

ED 119 226

CS 202 558

McAloon, Mary Lee

A Comparison of the Effectiveness of Three Elementary School Spelling Programs.

Pub Date 75

Note—258p.; Ed.D. Dissertation, University of Montana

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5009, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Basic Vocabulary, Comparative Analysis, Doctoral Theses, Educational Research, Elementary Education, English Programs, Instructional Programs, Reading Achievement, Sex Differences, *Spelling, *Spelling Instruction, Student Attitudes

Identifiers—Economy Spelling Program, Word Book Spelling Series

This study investigated three elementary school spelling programs, emphasizing the results of the programs as to student achievement in grades three, four, and five, through the utilization of the California Test of Basic Skills. An analysis of covariance method was used to treat the data and, in addition, attitudes were measured by using an objective and projective instrument. The three programs consisted of an experimental group which used the mastery of a basic word list, a first control group which followed the Economy Spelling Program under the guidance of a company consultant, and a second control group in which no attempt was made to advise the teachers concerning teaching methods. The second control group followed the Word Book Spelling Series. One of the conclusions regarding the achievement scores was that the grade three experimental group scored significantly higher than the second control group at the grade four level. Some of the conclusions regarding the attitude results were: generally, students participating in this study had a more favorable than unfavorable attitude toward spelling; students realized the importance of spelling; and boys' attitudes dropped more than girls. (Author/TS)

ED 119 227

CS 202 559

Miya, Mildred

The Metaphor of Ethnic Experience: A Teaching Dissertation.

Pub Date 75

Note—286p.; Ph.D. Dissertation, University of Utah

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5677, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—American Indians, *American Literature, Asian Americans, Course Content, Course Descriptions, Cultural Awareness, *Cultural Factors, Doctoral Theses, *Ethnic Groups, Higher Education, *Literature Appreciation, Negroes, Spanish Americans

This dissertation describes a college level ethnic literature course, American Minority Literature, whose major objectives are to promote a receptive attitude toward expression that is different from the traditional norm and to establish the significance of ethnic literature as a literary form. The underlying assumption is that the divergence from the common European heritage has enhanced the mainstream of American literature and that it deserves critical evaluation and improved pedagogy. Primary emphasis is on critical analysis of literature produced by four major ethnic groups. Part I of the dissertation proposes a rationale for the implementation of this class at Weber State College in Ogden, Utah. Part II covers four major ethnic groups (Indian Americans, Asian Americans, Hispanic Americans, and early Black Americans) and proposes that these groups are unified in their appeal for recognition. Part III describes the goals of the class, techniques of discussion, types of students, assignments, media aids, and evaluation results. Appendixes provide further aids for the prospective or practicing teacher. (Author/JM)

ED 119 228

CS 202 560

Muller, John Arnold

A Pragmatic Approach to the Teaching of Composition.

Pub Date 75

Note—295p.; Ph.D. Dissertation, University of Massachusetts

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5290, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Composition (Literary), Curriculum Planning, Doctoral Theses, *Educational Philosophy, Higher Education, *Program Design, Student Behavior, *Teaching Methods, *Writing Skills, Written Language

Identifiers—*Pragmatic Approach

Applying the principles of American Pragmatism to college composition offers a solution to the general problems of program design, syllabi development, instructional effectiveness, and student behavior modification. American Pragmatism involves the classic problems of meaning and knowledge. These problems stem from the linguistic possibility of constructing grammatic messages without verifiable referents, and are compounded by the concomitant Platonic/Cartesian notion of intelligence as a private, inaccessible process which informs and causes the public, measurable world of action and material. Meaning, for the pragmatist, is a human construction constrained by the physical world; it is a working hypothesis, an instrument of human requirements, and is dependent upon the social context in which it operates. This dissertation argues that a pragmatic approach to composition would solve many of the problems. Applied directly to questions of focus, clarity, precision, and audience effect, pragmatic principles of meaning and action would provide the student with effective guidelines, and give the instructor guidelines for remediation and evaluation. (Author/TS)

ED 119 229

CS 202 561

Permut, Steven Eli

Multivariate Approaches for Exploring the Evaluation of Deception in Television Advertising.

Pub Date 75

Note—332p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6904, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Audiences, Discriminant Analysis, Doctoral Theses, *Evaluation, Factor Analysis, *Overt Response, *Publicize, Semantics, *Television Commercials, *Television Research

Identifiers—*Descriptive Advertising

The objective of this study was to explore the semantic structure used by subjects in assessing (evaluating) a series of eight television commercials previously (but unofficially) rated for deceptiveness by FTC attorneys. Five local respondent groups were used: 158 undergraduate students enrolled in an introductory advertising course, 175 third-year law students, 61 adult housewives, 54 female children with an average age of 11.8 years, and 66 black undergraduate students. Primary concerns of the study were to derive and identify a set of basic perceptual dimensions that characterize viewer response to a series of test advertisements and to determine if a deception dimension exists within the evaluative framework and which response variables define it. Attention was also focused on the methodology of exploration by using the multivariate techniques of factor analysis, discriminant analysis, and points-of-view analysis. Findings were related to public policymaking requirements in the regulation of deceptive advertising practices. (Author/JM)

ED 119 230

CS 202 562

Pingree, Suzanne

A Developmental Study of the Attitudinal Effects of Nonexistent Television Commercials under Varied Conditions of Perceived Reality.

Pub Date 75

Note—116p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-5785, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Childhood Attitudes, Doctoral Theses, Elementary Education, *Sex Role, *Sex Stereotypes, *Television Commercials, *Television Research, *Television Viewing

To test the proposition that television content can teach sex-typed behaviors and attitudes, this study presented children of two ages (third grade and eighth grade) with one of two sets of television commercials. The first set contained women engaged in nontraditional occupations outside the home. The second set showed traditional women in their roles as housewives and mothers. The children's perceptions of the reality of the com-

mercials were altered with instructions that the characters in the commercials were all real people (reality-set), that they were all acting (acting set), or that the commercials were just like ones always shown on television (no instructions). A control group that was not exposed to stimuli was included. Analysis of variance found that children's perceptions of reality were successfully manipulated with the instructions; younger children thought all content was more real; and the two sets of commercials had a significant differential impact on the attitudes of children about women only for groups that had been instructed about the reality of the actors. It was concluded that, in general, television can be a relevant source of information for sex-role socialization. (Author/TS)

ED 119 231

CS 202 563

Schap, Keith

Not How Children Get Even, Only.

Pub Date [75]

Note—9p.; Unpublished study prepared at Purdue University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Language, Children, Connected Discourse, *Function Words, Grammar, Language Patterns, *Language Research, Semantics, *Sentence Structure, *Structural Grammar, Syntax

As may be seen from data collected during language observations of four children over a period of two and a half years, children's sentences are not simply flawed versions of adult counterparts, but seem to result from a different grammar. These data indicate that logical formatives, such as "even," and "only," are sentence-initial constituents. They also point to interesting relationships between the structure of children's sentences with logical formatives and that of their negative and interrogative sentences. Children's understanding of these sentences appears to follow from a combination of phonological, syntactic, and lexical information. (JM)

ED 119 232

CS 202 564

Donlan, Dan

Nonverbal Responses of Primary School Students to "The Giving Tree."

Pub Date 75

Note—32p.; Study prepared at University of California at Riverside; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Art Expression, Childrens Literature, *Content Analysis, *Freehand Drawing, *Literature Appreciation, *Nonverbal Communication, *Nonverbal Tests, Primary Education, Response Mode

Identifiers—Giving Tree

In order to discover whether the nonverbal responses to literature of primary grade children—in the form of drawings—provide significant information about their feelings toward literature, this study measured primary children's responses to "The Giving Tree." Ninety children in four grade levels (kindergarten through third grade) listened to the story as it was read to them and then chose three crayons from a total of eight colors to draw whatever came to mind in a five-minute period. A content analysis of drawings indicated colors and settings students "borrowed" from the book and those students used independently. Results showed that children's drawings do give an insight into children's reactions to literature and that age made a difference in children's responses, with younger children responding more to the tree and older children interpreting the story as an account of people's inhumanity toward themselves. (Tables of findings are included.) (JM)

ED 119 233

CS 202 565

Bruno, Sam J., Ed.

Theoretical and Practical Aspects of Communication; Proceedings of the 1974 Southwest American Business Communication Association Spring Conference.

West Texas State Univ., Canyon.

Pub Date Jul 74

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Business Communication, *Communication (Thought Transfer), Communications, Community Colleges, International Or-

ganizations, Marketing, *Organizational Communication, *Research, Teaching Methods, *Theories

Identifiers—ABCA, *American Business Communication Association, Communication Research

The purpose of the conference reported on in this document was to bring insight into the broad area of communication. Contents include the conference program and papers presented at the conference, divided into four parts: research in the field of communication, communication in the organization, insights into the teaching of business communication—workshop, and the importance of communication in marketing. Titles of the papers are: "The Interpersonal/Mass Communication Interface Among Business Executives"; "Measuring the Image of Arkansas with the Professor Semantic Differential"; "Review of Emerging Concepts and Practice in Organizational Communications"; "Effectiveness of Internal Organizational Communication: A Study of Clerical Groups"; "International Scientific and Technical Meetings: Who Go? Who Profits?" "Status Report on a Project on Communication Research"; "Comments on Communications Papers"; "Student Research for Business Communications: Making It Relevant in the Community College"; "Instructing Undergraduate Business Students in Selected Critical Areas of the Research Process"; and "Communication Research in Public Policy for Marketing." (JM)

ED 119 234 CS 202 566

Bruno, Sam J., Ed.

The Many Roles of the ABCA Member; Proceedings of the 1975 Southwest American Business Communication Association Spring Conference.

Houston Univ., Tex. Clear Lake City Branch.

Pub Date 76

Note—180p.; Some tables may not reproduce well

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
Descriptors—Administrative Organization, *Business Communication, Conference Reports, *Females, Higher Education, *Needs, *Organizational Communication, Organizational Development, Sex Discrimination, *Staff Role, Working Women

Identifiers—ABCA, *American Business Communication Association, Communication Research

The written proceedings of the 1975 Southwest American Business Communication Association (ABCA) Spring Conference, in Houston, Texas, whose theme was "The Many Roles of the ABCA Member" are contained in this report. The five major parts of the document discuss the ABCA member as a job counselor, graduate research advisor, semanticist, and researcher with emphasis in one section on women. Included in this book are such articles as "Counseling for Oral and Written Interview: The Career Search Memo" by Jody Elliott; "Current Status of Business Communication Compared to Needs of Selected Business Establishment in Texas, 1974" by Blanchard LeNoir; "A General Semantic Approach to Psychological Growth and Organizational Behavior" by Bobby Vaught; "Comments on Status of Women Faculty Members in the Field of Marketing" by Bette Stead; Personality Characteristics of Boundary Spanners in an Interorganizational Network" by Eugene Bell; and "Games, Roles, and Simulations" by Dr. Phillip Lewis. (TS)

ED 119 235 CS 202 567

Keller, James B.

A Rhetorically-Focused Writing Module for the Junior High School.

Pub Date [75]

Note—111p.; M.A. Thesis, Fort Hays Kansas State College; Figure within introduction may not reproduce well due to small type

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Composition (Literary), *Composition Skills (Literary), Expository Writing, Junior High Schools, *Lesson Plans, Masters Theses, *Models, *Rhetoric, Secondary Education, Teaching Methods

The purposes of the basic rhetorically-focused writing module presented in this document are to aid classroom instruction and to furnish a model of ideas and simplified techniques for developing other writing modules. Contents of this document are an introduction, a discussion of the journal as a writing form, an outline overview of the model, and five units: communication, prewriting, writ-

ing, revision, and aids. Each of the first four units contains several lesson plans, a discussion of theory, and suggested classroom resource materials. A list of references for further reading concludes the thesis. (JM)

ED 119 236 CS 202 568

Crew, Louie

The Faggot in the Woodpile: Teaching Gay Students.

Pub Date 12 Apr 75

Note—13p.; Paper presented at the Annual Meeting of the College English Assn. (6th, Atlanta, Georgia, April 10-12, 1975); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bias, *Discriminatory Attitudes (Social), English Instruction, Higher Education, *Homosexuality, Literature Appreciation, Sex Discrimination, Social Attitudes, Social Discrimination, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Responsibility

Gay students need and deserve to have teachers (gay or nongay) who will both show them creative, nonneurotic ways of channeling their talents and energies and join in the battle against the ignorance that makes gay people such ready prey to nongay predators. As may be seen from three papers written in a teachers' workshop class on the topic "When I Discover That My Child is Gay," there is much that teachers can learn from students and much that they must learn about the adult dimensions possible for their students if these students are to be educated. For the English teacher, literature offers many opportunities for seriously acknowledging the gay parameters in the world. (JM)

ED 119 237 CS 202 569

Steelman, Nell Vale

Science Fiction and the Community College: A Symbiosis.

Pub Date 12 Apr 75

Note—10p.; Paper presented at the Annual Meeting of the College English Assn. (6th, Atlanta, Georgia, April 10-12, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Colleges, English Instruction, *Futures (of Society), Higher Education, Humanities Instruction, *Science Fiction, *Teaching Methods

This paper discusses science fiction in general, and argues that science fiction is a method for exploring present and future potentialities, for educating people about the possibilities of the future, for helping people condition themselves to change. A science fiction course taught at the community college level as a humanities elective is described. Four novels are read during the course, including "Frankenstein," "Brave New World," "Childhood's End," and "Sirens of Titan." Two other books, "As Tomorrow Becomes Today" and "The Ethics of Genetic Control" are also used. Students participate in two panel discussions which are related to various reading assignments, and also write a brief research paper about some current phase of science or technology which might affect people in the future. Students also write a paper about a device they have "invented" and write their own science fiction short story. Filmstrips are used as teaching tools during the course and several guest lectures are given. (TS)

ED 119 238 CS 202 570

Browne, Donald R.

The Voice of America: Policies and Problems. Journalism Monographs No. 43.

Association for Education in Journalism.

Pub Date 76

Note—69p.

Available from—Prof. Harold Wilson, AEJ Publications Manager, School of Journalism and Mass Communications, Univ. of Minnesota, Minneapolis, Minnesota 55455 (\$2.50)

Journal Cit—Journalism Monographs; n43 p1-64 Feb 1976

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Broadcast Industry, Federal Government, Instructional Media, *Journalism, Mass Media, *Media Research, News Media, *Radio

Identifiers—Broadcast Journalism, *Voice of America

This issue of "Journalism Monographs" is devoted to a discussion of the Policies and problems of the international broadcasting operation "The Voice of America" (VOA). The monograph begins with an examination of the origins of America's entry into international broadcasting and the creation of the Office of War Information in 1942. The VOA's activities during the second world war are discussed, as are postwar activities, the International Broadcasting Foundation Proposal, and the Smith-Mundt Bill passed in 1948. The next section of this monograph discusses the activities of the VOA during the "cold war" years. The next section discusses the activities of the VOA from 1961 to the present. The final section makes conclusions about the VOA: it appears to possess the necessary flexibility to cope with the changes that are likely to take place in world broadcasting over the next ten or twenty years; and VOA will continue to serve a useful role as a conveyor of life in America to the rest of the world. The appendix discusses the audience for VOA broadcasts. (TS)

ED 119 239 CS 202 571

Schweitzer, John C.

Daily Newspaper Circulation and the Young Reader.

Pub Date Aug 75

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Journalism, *Media Research, *News Media, *Newspapers, Occupational Mobility, *Reading Habits, Socioeconomic Influences, *Television Viewing, Young Adults

This study attempted to determine the factors involved in young persons' subscribing or nonsubscribing to one of the two local daily morning newspapers in a metropolitan area. The sampling included 192 young persons living in apartment complexes, of whom 109 subscribed to at least one of the two newspapers. The results of the analysis of the factors involved were broken into such categories as readership, education, marital status, occupation, lifestyle, mobility, and media comparisons. From the results it was concluded that more subscribers than nonsubscribers tended to be clustered in the higher socioeconomic group. Occupation together with income and education discriminated better than any of the demographic variables taken separately. Subscribers watched television news more often than nonsubscribers. Both groups tended to believe that newspapers give the "clearest understanding" of state and local politics. It was later discovered that some of the "nonsubscribers" were actually subscribers to an afternoon newspaper. The data also suggested that although more than half the sample were newspaper subscribers, they were not traditional subscribers and more research needs to be done on this topic. (TS)

ED 119 240 CS 202 572

Kelly, Elizabeth Flory

Dramatics in the Classroom: Making Lessons Come Alive. Fastback 70.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 76

Note—34p.

Available from—Phi Delta Kappa, Eighth & Union, Box 789, Bloomington, Ind. 47401 (\$0.50 prepaid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Class Activities, Classroom Techniques, *Creative Dramatics, Curriculum, *Drama, Dramatic Play, Elementary Secondary Education, Teacher Education, *Teaching Methods

The contents of this booklet focus on effective techniques for using dramatics in the classroom and are based on the premise that drama can integrate all skills and help to avoid fragmentation in learning. Chapters discuss motivating the dreamers in the classroom, curriculum dramatics—eclectic teaching, training the teacher, transforming the classroom, how the teacher promotes creativity, problems encountered in curriculum dramatics, and some other classroom projects. (JM)

ED 119 241 CS 202 577

Bergman, Floyd L.

The English Teacher's Activities Handbook: An Ideabook for Middle and Secondary Schools.

Pub Date 76

Note—354p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$13.95 cloth)

Document Not Available from EDRS

Descriptors—Classroom Arrangement, Classroom Environment, *Classroom Techniques, Composition (Literary), Criteria, *English Instruction, Grammar, *Language Arts, Literature Appreciation, Middle Schools, Reading, Secondary Education, *Teaching Methods

The ideas for teaching English which are presented in this book are proven classroom practices for the new or experienced English teacher. The criteria for the teaching-learning sequence as it is used in the book are introduction (discover, listen, observe, read, and research), deliberation (analyze, consolidate, experiment, interpret, and organize), evaluation (compare, extrapolate, identify, judge, and restructure), and application (construct, perform, solve, speak, and write). Chapters in the book are divided into five parts: composition, grammar/language, literature, reading, and room management. Each part is organized according to the four teaching-learning criteria. Also included in the book are an appendix on using ideas to frame cognitive objectives, a glossary, a resource bibliography, and biographical, title, and topic indexes. (JM)

ED 119 242 CS 202 578

Simmons, John S. And Others
Decisions about the Teaching of English.

Pub Date 76

Note—340p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$10.95 cloth)

Document Not Available from EDRS

Descriptors—Composition (Literary), Creative Teaching, *Decision Making, *English Curriculum, *English Instruction, Imagination, Instructional Innovation, Mass Media, Secondary Education, Teacher Role, *Teaching Methods

Directed primarily at those who have not yet taught English and who aspire to do so, this book presents an approach for teaching English to adolescents of the 1970s and later that supports the practical, enduring aspects of traditional instruction but also uses innovative methods that are not excessive, trivial, or faddish. To assist teachers in making decisions about specific aspects of their tasks, the book focuses on six major topics: the total curriculum, imaginative materials, language as a commodity, the structuring of ideas for communication, the use of media in communication, and the place and role of the English teacher. An index is included. (JM)

ED 119 243 CS 202 580

Robertus, Patricia

Obscenity in the Mails: Controls on Second-Class Privileges 1942-1957.

Pub Date 75

Note—45p.; Paper presented at the Annual Meeting of the Law Division, Association for Education in Journalism (Ottawa, Ontario, August 1975); Occasional light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Censorship, *Federal Government, Freedom of Speech, *Journalism, *Laws, *Periodicals

Identifiers—Classification Act 1879, Espionage Act 1917, Esquire Magazine, *Post Office Department, Second Class Mail

In the years 1942-1957, the Post Office Department used controls on the low mailing rate as a form of administrative censorship, designed to limit the distribution of periodicals which it could not otherwise restrict. The Classification Act of 1879 imposed four conditions for admission to the second-class rate three of which were physical requirements, and one of which considered content. Several cases of second-class permit revocation, including that of the socialist "Leader" in 1917, demonstrate how these conditions were a form of censorship. Revocations were informal, and obscenity was determined mostly by visual inspection until 1940. Much of the change in postal policy came about when Frank Walker became Postmaster in 1940. One of the magazines censored by the Post Office Department at this time was "Esquire." The "Esquire" case and several other revocation cases suggest that control over second-class privileges was a powerful and much abused weapon in the hands of the Post Office Department, employed

to apply economic sanctions against publications. (TS)

ED 119 244 CS 202 581

Bass, Abraham Z.

The Limited Role of Journalism Professors in Direct Media Criticism.

Pub Date Aug 75

Note—13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Analytical Criticism, Critical Thinking, Educational Research, Higher Education, *Journalism, *News Media, *Social Responsibility, *Teacher Role

Identifiers—*Media Criticism

This paper discusses reasons why few journalism professors are personally confronting the news media with criticism or praise. One of the primary reasons for this is that journalism professors may fear retribution or keep inbred ties with the media or be following academic tradition. A survey was conducted in Spring 1975 for this report. The survey was sent to the chairpersons of departments listed in the "Journalism Educator" directory issue. Some of the major questions asked were: "What does your department do in the area of media criticism? Do you monitor the media in some regular way? and do you cooperate with the media in some sort of critical evaluation service?" The survey located few professors personally confronting the mass media. Some of the activities reported by the departments included contests and journalism reviews. Only one case where professors took a direct and active position in media criticism was found in the survey. It is argued that there may be lessons to be learned from the way journalism departments relate to high schools and to community colleges. (TS)

ED 119 245 CS 501 171

Ratliffe, Sharon A. Rizzo, Merlene M.

The Status of Speech Teachers and/or Teachers Academically Prepared to Teach Speech in Michigan Public High Schools: 1974-75.

Pub Date 75

Note—20p.; Unpublished study prepared at Western Michigan University

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—English Instruction, Higher Education, Language Arts, Secondary Education, *Speech Education, Speech Instruction, *Teacher Education, *Teacher Placement, Teacher Qualifications

Identifiers—*Michigan

The purposes of this article are to assess the status of speech teachers employed in Michigan public high schools during the 1974-75 school year and to compare the current status with previous analyses in order to identify trends useful to persons in speech education. A study was conducted which focused on the years of teaching experience in relation to selected demographic data, the academic preparation, and the teaching assignments of the 1,565 Michigan teachers who either taught speech or were academically prepared to do so. The study found the following: a significant decrease in the number of teachers who have assignments which include speech and in the number of teachers who majored or minored in speech, in spite of an increase in language arts teachers; increases in the number of assignments held by speech majors that include English and in the number of speech assignments held by English majors; and a need to investigate further the significant increase in the employment of teachers who earned their bachelor's degree outside of Michigan. Ten tables of findings are included. (JM)

ED 119 246 CS 501 218

Murdock, Johnny

The Agenda-Setting Function: A Critical Review.

Pub Date 75

Note—24p.; Paper presented at the Annual Meeting of the Speech Communication Association, (61st, Houston, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), Higher Education, *Literature Reviews, *Mass Media, Media Research, *News Reporting, *Political Issues, Press Opinion, Public Opinion, Social Values, *Theories

Identifiers—*Agenda Setting

This article contains a critical analysis of agenda-setting theory and research. In choosing and displaying news, editors, newsroom staff, and broadcasters play an important part in shaping political reality. Readers learn not only about a given issue, but also how much importance to attach to that issue from the amount of information in a news story and its position, thus the term agenda-setting. Agenda-setting applies to more than one area of research. To explicate the theory, four topics are considered: the general hypothesis of agenda-setting, the importance of the general hypothesis, the functional aspect of the general hypothesis, and the effects aspect of the general hypothesis. While this review indicates the potential value of agenda-setting theory, it also raises some issues concerning the theory and its research. (RB)

ED 119 247 CS 501 227

Sedano, Michael V.

Cable Television, Public Access, and the Speech Teacher.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, November, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Broadcast Industry, Broadcast Television, *Cable Television, Educational Television, Higher Education, Programming (Broadcast), *Public Facilities, *Speech Education, *Telecommunication

Identifiers—*Public Access

The nation's communication system of the 1980s—being developed now—will be dominated by a cable television (CTV) and public access to mass communication channels, promising a tremendous enlargement of the country's communication potential, will be a reality. At present, however, the Federal Communication Commission's operational definition of the term "public access" is limited to the single act of opening a channel at the head end of all CTV systems. A rich future of creative human interactions through enlarged channel activity is possible only if there are human receivers in the system and if a portion of the public is skilled in producing quality video programing material. The education industry, especially teachers and civil librarians, must play a major role in defining public access. Educators and others can influence the wiring of new cable systems and speech teachers can increase their students' familiarity with video equipment and with ways to use it to communicate. (JM)

ED 119 248 CS 501 228

Burhans, David T., Jr. Meehan, Diana

The Masked Communicator Revisited: Application of Communication Knowledge in the "Real World."

Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, November, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Science Research, Communication (Thought Transfer), Communication Problems, Higher Education, Psychology, *Research Utilization, *Social Problems, *Social Psychology, Speech, *Speech Education

Identifiers—*Speech Communication

The purpose of this essay is to examine some of the reasons for the low implementation potential of most social psychological research (both in psychology and communication) and to suggest some ways in which the speech communication discipline can increase the applicability of its knowledge to the solution of contemporary individual and social problems. After the introduction, the first section of this paper discusses the characteristics of low and high applicability potential research, focusing on Robert Mackie's discussion of five dimensions on which research studies with high applicability potential and low applicability potential may be differentiated. The second section of the paper discusses the nature of the "research-to-application process" and argues that the speech discipline needs to encourage and train communication professionals to take on the task of translating communication research into action. (TS)

ED 119 249 CS 501 229

Sproule, J. Michael
Assessing Validity in Rhetorical Argument: A Definition and Application.

Pub Date 75

Note—31p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Communication (Thought Transfer), Credibility, Debate, Evaluation Criteria, Logic, *Persuasive Discourse, *Rhetorical Criticism, *Validity

In this paper the writer attempts to derive and apply a theory of validity for inductive or probable argumentation. The following definition of rhetorical validity is proposed: an argument is valid when, in an adversarial situation, the degree of certainty claimed by (or for) a conclusion is less than or equal to that established by its related supporting proof. This definition is based on the following terms and relationships which are consistent with contemporary usage: claims are modified by implicit or explicit qualifiers, claims are drawn from a context in which both favorable and unfavorable evidence resides, and claims should not be considered as valid if they assert a greater probability than is identifiable via scrutiny of the argumentative context. The paper then seeks to establish both empirical and critical procedures for applying validity tests to the wide spectrum of nondeductive arguments. A list of references is included. (JM)

ED 119 250 CS 501 230

Heun, Linda And Others
Maximizing Individual Student Learning through Cognitive Style Mapping.

Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st., Houston, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cognitive Processes, Communication (Thought Transfer), *Educational Diagnosis, *Evaluation Methods, Higher Education, *Individualized Instruction, Junior Colleges, Learning Processes, *Measurement Instruments, Models

Identifiers—*Cognitive Map Instrument, Cognitive Style Mapping, Interpersonal Communication

Mapping the cognitive style of individual learners is one attempt to gain more precision and accountability in solving learning problems in education. Cognitive Style Mapping is a diagnostic procedure. It is designed to determine how people derive meaning from the world around them, specifically how individuals encode, process and decode meanings. The Cognitive Style Map Instrument is primarily designed for edumetric uses rather than psychometric uses. It is designed to measure the gain or growth of an individual's knowledge, learning skills, or abilities, rather than measuring individual differences in relation to a group. The Cognitive Map Instrument can be modified to reflect learning skills and abilities for any of the roles a person plays (learner, teacher, administrator, parent, worker, leader, etc.). (RB)

ED 119 251 CS 501 236

Feldshuh, David Mark
Seven Consciousness-Expanding Techniques and Their Relevance to Actor Training.

Pub Date 75

Note—231p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-400, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Acting, Body Language, *Communication (Thought Transfer), *Creative Activities, *Drama, *Higher Education, Non-verbal Communication, Teaching Methods, *Theater Arts, *Training Techniques

This dissertation explores techniques that assist actors in getting their minds and bodies out of the way through consciousness-expanding. The techniques examined here attempt to promote a permeability, a childlike quality of presence, and are largely drawn from Eastern philosophies. Part one of this dissertation discusses structural integration, the Alexander Technique, Gestalt therapy, aikido, karate, centering, and Zen, and their relevance to actor training. Each of these

techniques is described in detail before its applicability to acting is explained. Part two discusses what the actor must be able to do after the learned aspects of the role have been mastered. Emphasizing Alexander's concept of "good use" and the Zen "no-mind," it attempts to answer the question, "Is there an optimum psychological condition for creativity in the acting process?" The dissertation concludes by relating performance at its most effective level with the Zen concept of satori, or enlightenment. (Author/RB)

ED 119 252 CS 501 237

Cissna, Kenneth Norman

Facilitative Communication and Interpersonal Relationships: An Empirical Test of a Theory of Interpersonal Communication.

Pub Date 75

Note—132p.; Ph.D. Dissertation, University of Denver

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-1233, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—*Communication (Thought Transfer), Doctoral Theses, *Interpersonal Relationship, *Personal Growth, *Sex Differences

Identifiers—*Interpersonal Communication, Speech Communication

The purpose of this study was to test a theory of interpersonal communication in non-therapeutic relationships. The theory was derived primarily from the work of Carl Rogers and Robert Carkhuff in psychology and from Evelyn Sieburg's theory of interpersonal confirmation in speech communication. In order to test the three generated hypotheses, a sample of 30 couples was randomly selected from University of Denver married student housing. Data were collected in the couples' homes in two sessions. One session involved each person completing three instruments which provided measures of perceived confirmation, personal growth, and intimacy. The couples were asked to have a twenty minute discussion with one another during the other session. Some of the findings were that there is a moderate relationship between the facilitative communication of each person and the extent to which the other feels confirmed; there is no significant relationship between the level of personal growth exhibited and the degree to which the person communicates in facilitative and self-disclosing ways to the other; and there were important and significant differences between the sexes regarding these results. (Author/TS)

ED 119 253 CS 501 239

Tesser, Abraham Rosen, Sidney

Bias in Interpersonal Communication.

Pub Date 75

Note—56p.; Study prepared at University of Georgia, Department of Psychology

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Bias, Communication (Thought Transfer), *Decision Making, Decision Making Skills, *Interpersonal Relationship, *Literature Reviews, *Verbal Communication

Identifiers—*Interpersonal Communication

Since the ability to make good decisions and take appropriate actions is dependent upon the accuracy of relevant information, it is important to understand the ways in which knowledge of the world can be distorted or biased. This paper is a systematic review of the literature concerning three ways in which distortion or bias can be associated with the information an individual gets in interpersonal communication: the systematic selection process in terms of who talks to whom, the biases in the communicator's decoding of the message, and the biases in the communicator's encoding of the message. An extensive list of references is included. (JM)

ED 119 254 CS 501 240

Perez, Blanca

Unit on Practicing and Using the Basic Skills of Discussion.

Pub Date 75

Note—32p.; Unit prepared at Teachers' College, Columbia University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Basic Skills, Discussion Groups, *English Instruction, *Group Discussion, Lesson Plans, Secondary Education, *Speech Education

The nineteen lessons in this unit, designed to foster the practice and use of the basic skills of group discussion, were prepared for use by high school juniors and seniors who have had practice in effective speaking by preparing and delivering short talks. Each lesson outlines the objectives, content, procedure, reading assignment, and materials to be used for that lesson. Additional, pertinent materials are included for many of the lessons. (JM)

ED 119 255 CS 501 241

Jandt, Fred E.

Machiavellianism in the Basic Course—Again.

Pub Date 75

Note—10p.; Study prepared at State University College, Brockport, New York

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), *Communication Skills, Higher Education, *Interpersonal Competence, Interpersonal Relationship, *Personality, *Speech Education

Identifiers—*Machiavellianism

The purposes of this investigation were (1) to replicate a previous study by Michael Burgoon which showed Machiavellianism to be a predictor of success in speech communication courses whose small group and dyadic activities comprise most of the performance experience and (2) to determine if personality variables other than Machiavellianism would be useful to predict success in an interpersonal communication course. Subjects, 196 students enrolled in a basic speech communication course, completed the Mach scale and the 140-item Interpersonal Behavior Inventory Form which yields measures of fifteen personality variables. The fifteen scores, Mach scores, final exam score, and final course grade were analyzed by correlation and multiple regression analysis. Results showed that a student demonstrating nurturance (defined as a sympathetic listener, counselor, and helper in need) may also be a successful student in interpersonal communication courses. (JM)

ED 119 256 CS 501 243

Mast, Gerald

A Short History of the Movies. Second Edition.

Pub Date 76

Note—544p.

Available from—The Bobbs-Merrill Company, Incorporated, 4300 W. 62nd Street, Indianapolis, Indiana 46206 (\$7.50 paper)

Document Not Available from EDRS

Descriptors—Content Analysis, *Fiction, Film Production, *Films, *Film Study, *Foreign Language Films, History, Sound Films, Trend Analysis, *United States History

Identifiers—*Griffith (D W)

This second edition of "A Short History of the Movies" includes expanded information and judgments about some of the "old masters" of film; an updated discussion of the "new masters"; and new sections on Japanese, Indian, and Czech cinema. In general, this history reveals significant trends in film history. American films are the primary focus, and this history concentrates almost exclusively on the fictional film. The fifteen chapters examine such topics as the birth of the movies; film narrative and commercial expansion; the achievements of D.W. Griffith; the comics; movie czars and movie stars; the German cinema; the Soviet cinema; sound and the movies; French cinema between the wars; the American studio years: 1930-45; neorealism and the new wave; national traditions; and the new American cinema. This book is illustrated with photographs and contains an appendix which lists resources for further reading and viewing. (TS)

ED 119 257 CS 501 244

Jandt, Fred E.

Relationships between Verbalizations and Self Concept among Upward Bound Students as Shown through Computer-Assisted Content Analysis.

Pub Date 74

Note—11p.; Paper presented at the Annual Meeting of the International Communication Association (New Orleans, April 17-20, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Computer Programs, *Content Analysis, Disadvantaged Youth, Educational Research, Higher Education, *Language Usage, *Oral Communication, *Self Concept, Speech, Verbal Communication

Identifiers—*Project Upward Bound

The purpose of this study was to examine the relationships between self concept and communicative behavior of Upward Bound students as shown through computer-assisted content analysis. Nineteen Upward Bound students at Bowling Green State University during the summer of 1971 composed the population for this study. The methodology used in this study was successful in extracting an indication of self concept from verbal communicative behavior. Upward Bound students were shown through their verbalizations to reflect a self concept consistent with what might be hypothesized upon the basis of their known environmental and social backgrounds. (RB)

ED 119 258 CS 501 245

Friedlander, Frank
Dehumanized Theories and the Humanization of Work.

Pub Date 75

Note—42p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Higher Education, *Humanization, Human Relations, *Organization, Organizational Communication, *Organizational Development, *Organizational Theories, Psychology, Speech, Theories, *Work Environment

This paper argues that current theories and concepts of organization and organization psychology as represented in journals and books are inadequate in dealing with major contemporary behavioral and societal issues. The topics discussed in this paper include the relevance of organization theory; the fragmentation of organization theory (structure and process, role behavior, formal systems, and quantification and simplification); the subjugation of the individual in organization theory (sociology, clinical psychology, industrial psychology, leadership and control, motivation and control, management science, and research); the social power of organization theory; and the social and personal bases for organization theory. (TS)

ED 119 259 CS 501 246

Landy, Robert Jay
Dramatic Education, An Interdisciplinary Approach to Learning.

Pub Date 75

Note—318p.; Ph.D. Dissertation, University of California, Santa Barbara

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2735, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), Doctoral Theses, Drama, Dramatic Play, *Dramatics, *Educational History, Educational Research, Higher Education, History, *Interdisciplinary Approach, Learning Activities, *Learning Processes, *Speech, Speech Education

This thesis argues that dramatic education is a subject matter whose content is four interrelated disciplines: theater, language arts, humanistic education, and social-psychology. It is also a process of learning crucial artistic, linguistic, humanistic, and scientific issues through the basic dramatic method of dramatization. The history of dramatic education in England (with some attention to Canada) and America is interpretively reviewed, and an interdisciplinary approach toward understanding what and how students learn through drama is set up. It is concluded from this study that dramatic education represents the means and ends of the four disciplines; dramatic education is a way of learning how to learn the nature of human action and discourse as well as develop the dramatic skills essential for further learning; one learns through drama by means of representing the empirical world in terms of mental images, then representing a view of that world through one's language and actions; and dramatic education is a natural process. (TS)

ED 119 260 CS 501 247

Katula, Richard And Others
An Evaluation of the Exchange Round in the Fundamentals Course.

Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Research, Higher Education, *Oral Communication, Persuasive Discourse, *Public Speaking, Speaking Activities, *Speech Instruction, Speech Skills, *Teaching Methods

Identifiers—*Exchange Round, Speech Communication

In the exchange round, either instructors change classrooms for a round of speeches in order to offer students a new critic or else the student goes to a new classroom on the day he or she is scheduled to speak, thus facing a new audience and instructor-critic. The present study attempts to validate the exchange round as a transfer of training technique in the fundamentals course. Specifically, three predictions were tested: the exchange round is perceived as a realistic speaking situation; the exchange round results in adherence to speech fundamentals; and the exchange round is perceived by students to be a beneficial educational experience. Student responses supported all three predictions. It is concluded from this study that the exchange round is an affective educational device for teachers of speech fundamentals. (Author/RB)

ED 119 261 CS 501 248

Heller, Mary Ann
The Burkean Pentad as Defined for Television Criticism.

Pub Date 75

Note—16p.; Paper presented at the Annual Meeting of the Western States Speech Communication Association (November, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Analytical Criticism, Higher Education, Media Research, *Models, *Persuasive Discourse, Production Techniques, *Programming (Broadcast), *Rhetorical Criticism, *Television Viewing, Theories, Visual Acuity

Identifiers—*Burkean Pentad, MASH

The purpose of this paper is to extend Gage Chapel's application of Kenneth Burke's dramatic pentad to the persuasive aspects of television programs and to examine its relevance to television criticism. The five concepts underlying a Burkean analysis are discussed: act, scene, agent, agency, and purpose, and the elements within Burke's dramatic pentad are defined for application to dramatic television productions. The last section of this document concerns the application of the pentad to a production of the television series *M*A*S*H*. It is concluded that Burke's pentad as applied to television provides the critic with a beginning structure and a general system of understanding the importance of the various components. The pentad is a conceptual organizing tool to be used to mold the substance of thought the critic brings to the critical experience. (TS)

ED 119 262 CS 501 249

Fenton, Raymond Joseph
The Effect of Communication Inhibition on Small Group Interaction.

Pub Date 75

Note—56p.; Ph.D. Dissertation, Washington State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-298, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), Credibility, Doctoral Theses, Educational Research, *Group Behavior, *Group Dynamics, Higher Education, Human Relations, *Inhibition, *Interaction Process Analysis, Interpersonal Relationship, Leadership, Peer Groups, Speech

This study examined the effects of high and low communication inhibition on small group interaction. Communication inhibition was identified in terms of a scale developed through the factor analysis of the Personal Report of Confidence as a Speaker-Short Form, the Personal Report of Communication Apprehension-College, and Unwillingness to Communicate Scale. It was hypothesized that individuals reporting high communication inhibition would interact less in a small group; be ranked lower on leadership ability, interpersonal effectiveness, and peer credibility; and find less satisfaction with the outcome of their group discussion than individuals reporting low communication inhibition. Only the hypothesis relating to satisfaction failed to be confirmed. It is concluded that communication inhibition must be considered a multidimensional construct,

and the specific hypotheses tested in the study are discussed in terms of their significance for small group research. (Author/TS)

ED 119 263 CS 501 251

Alderfer, Clayton P.
Improving Organizational Communication through Long-Term Intergroup Intervention. Technical Report No. 8.

Yale Univ., New Haven, Conn. School of Organization and Management.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No.—TR-8

Pub Date 75

Note—42p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Organization, *Group Dynamics, Higher Education, Human Relations, Management, *Organizational Communication, *Organizational Effectiveness, *Organizational Theories, Organization Size (Groups)

This study reports on the design, formulation, modification, and evaluation of a relatively new type of intergroup intervention—the creation of a "microcosm group" of twelve members from an organization of 250 members. Charged with improving communication among work groups and hierarchical levels, the group was developed and maintained according to boundary and relationship concepts from open systems theory. It represented a microcosm of the system in which it worked, addressed problems raised by both employees and management; assisted in a survey feedback intervention; and survived concerns raised by the union, middle management, and leadership succession at the top of the organization. There is evidence that it substantially facilitated communication about difficult issues within the organizations, earned more confidence from employees and management, and improved its own functioning over time. At the same time, the intervention was experienced as quite stressful and conflictual for all parties participating, including top management, consultants, communication group members, and other organization members whose work experiences were influenced by the group. (Author)

ED 119 264 CS 501 252

Check List of Books and Equipment in Speech.
Speech Communication Association, Falls Church, Va.

Pub Date 76

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bibliographies, Books, *Check Lists, *Instructional Materials, Instructional Media, Mass Media, Resource Guides, *Resource Materials, *Speech, *Speech Education, Speech Instruction

Identifiers—Speech Communication

This list of books, equipment, and supplies in speech offers several hundred resources selected by individual advertisers. The resources are divided into such categories as fundamentals of speech; public address; communication; radio, television, and film; theatre; speech and hearing disorders; speech education; dictionaries and other references; recordings and films; stage lighting equipment; theatrical hardware; and stage scenery. The resources are arranged alphabetically and ordering information is included. (TS)

ED 119 265 CS 501 253

Bethel, Elizabeth R. Bethel, James A.
A Dialectic Model of Mass Communication.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the Central States Speech Communication Association (Chicago, April 2-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), *Communications, Higher Education, *Mass Media, *Models, Philosophy, Public Opinion, *Social Values, *Theories

The dialectic model offered in this paper attempts to overcome weaknesses which have evolved as a result of narrow focus on isolated aspects of the mass communication process. The

model is framed within the perspective of conflict theory, and includes consideration of the roles which both elites and leaders play in the formulation and dissemination of collective reality. Additionally, consideration is given to the emergence and legitimization of alternative realities and ideologies, and the ways in which these alternatives find their way into the mass media. (Author)

ED 119 266 CS 501 254

Anderson, Johnny Renardo
Incorporating Oral Interpretation into a Reading Skills Program.

Pub Date 76
Note—11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Communication (Thought Transfer), *Comprehension, *Content Reading, *Critical Reading, *Elementary Secondary Education, *Interpretive Reading, *Literature Appreciation, *Reading Skills, *Teaching Methods
Oral interpretation should be an integral part of a reading program, as it teaches the reading skills while providing students with experiences in literature and opportunities for creative self-expression. Both reading teachers and content area teachers will benefit from an understanding of the relationship between reading and oral interpretation, the purposes for oral interpretation, the functions of oral reading and silent reading, the occasions for oral reading, the development of the ability to interpret orally, and the instructional implications of oral interpretation. (JM)

ED 119 267 CS 501 255

Nichols, Lorene
Contemporary Problems in Speech Communication Graduate Education: The Community-Junior College Level.

Pub Date Dec 75
Note—7p.; Paper presented at the Annual Meeting of the Association for Communication Administrators (Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Communication (Thought Transfer), *Community Colleges, *Doctoral Programs, *Doctor of Arts Degrees, *Educational Programs, *Junior Colleges, *Teacher Education, *Teacher Programs
Identifiers—*Speech Communication

The purposes of this inquiry are to examine the area of community college professional personnel, to question the fitness of the community college instructor to fulfill the promise of the community college, and to assess the availability and quality of college preparation programs. Such topics are examined as new learning programs and practices in community colleges; skills, competencies, and attitudes appropriate for community college faculty; the results of surveys concerning which skills and attitudes were most desirable; the need for community college faculty to receive special training; the availability of graduate programs which develop needed competencies; specific programs established to train community college teachers and other staff members in teaching skills; the components of a Doctor of Arts in communication arts; and the goals of a Doctor of Arts program in communication arts. (TS)

ED 119 268 CS 501 256

Daly, John A. And Others
Communication Apprehension, Supervisor Communication Receptivity and Satisfaction with Supervisors.

Pub Date 76
Note—14p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, March, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Administrative Personnel, Behavioral Science Research, Communication (Thought Transfer), *Employee Attitudes, *Employer Attitudes, *Employee Relationship, *Higher Education, *Organizational Communication, *Supervisors
Identifiers—*Communication Apprehension

Considerable evidence indicates that a significant positive relationship exists between superior communication receptivity and subordinate satisfaction with supervision. This relationship may be affected by the subordinate's level of

communication apprehension. This study hypothesized a main effect for participation permissiveness and an interaction between that permissiveness and communication apprehension. Dependent measures include supervisor and work satisfaction, supervisor competence, character, sociability, composure and extroversion, task and social attraction, power and quality. Findings supported the main effect hypothesis. No support was found for the interaction prediction. A post hoc explanation for the findings suggests a general negative evaluation of the high apprehensive supervisor. (Author)

ED 119 269 CS 501 257

Ogawa, Dennis M.
Identity, Dissonance and Bilingualism: Communication Problems of Asian American Assimilation.

Pub Date Dec 75
Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Asian Americans, *Bilingual Education, *Bilingualism, *Communication Problems, *Cultural Exchange, *Cultural Factors, *Cultural Pluralism, *Ethnic Groups, *Sociocultural Patterns

A study of Asian American communication depends upon an appreciation of the diversity of identity perceptions, the potential for cultural dissonance, and the linguistic difficulties of Asian immigrants. The variations and multiplicities found among Asian Americans in cultural background, settlement patterns, and cultural adaptations of different generations are necessary determinants of interethnic racial discord and jealousies rather than harmonious dialogue and cultural interchange. The recent trend toward recognizing bilingual education as both facilitating intercultural contact and enhancing communicative skills and techniques promises a more realistic cultural pluralism. (JM)

ED 119 270 CS 501 258

McGlone, Edward L.
The Tenure Controversy: What Position for the ACA?

Pub Date Dec 75
Note—6p.; Paper presented at the Annual Meeting of the Association for Communication Administrators (Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Academic Freedom, *Administrative Policy, *Communication (Thought Transfer), *Educational Policy, *Higher Education, *Job Tenure, *Teacher Dismissal, *Teacher Promotion, *Tenure

Identifiers—ACA, *Association for Communication Administrators, *Speech Communication
The primary purposes of this paper are to describe the basic tenure system in higher education, to identify the sources of dissatisfaction with this system, and to make some recommendations about an Association for Communication Administrators (ACA) position on the subject of tenure policy and procedures. Four basic elements of the tenure system are outlined and discussed. The criticism of the tenure system is widespread and comes down to two basic arguments. First, the system interferes with the ability of an organization to adjust to the economic and social constraints which govern its operation. Second, the system can serve to only maintain the status quo. It is argued that the only serious alternative to the basic system is a scheme which includes periodic review and term contracts. Seven recommendations for an ACA position on tenure are outlined and include: the current financial problems of higher education should be dealt with in such a way so as to not restrict the tenure system of protecting academic freedom; and in the case of an unfavorable tenure decision, the candidate should be provided with a full statement of the justification of this decision. (TS)

ED 119 271 CS 501 259

Anapol, Malthon M.
The Common Law Threesome: Libel, Slander, and Invasion of Privacy.

Pub Date Dec 75
Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Court Litigation, *Freedom of Speech, *Mass Media, News Media, Press Opinion, Publications, Publicize, Radio, Television

Identifiers—*Defamation, *Invasion of Privacy, Libel, Slander

Unlike most of the regulatory constraints which have impact on the media, libel, slander, and invasion of privacy are common law concepts developed from the precedents of previous court decisions and from reasoning employed in the written judicial opinions of appellate courts. Since common law is thus both traditional in nature and subject to rapid changes, the courts' handling of these concepts in relation to the media is complex, as may be seen in several specific court cases. Basically, the American system protects individuals who might be seriously damaged by irresponsible abuse of the first amendment freedoms (free speech and free press). That is, you can say it, print it, or broadcast it, but you must be prepared to face the consequences of your actions. No society has developed a better system in terms of freedom with responsibility for the media and protection for the individual. (JM)

ED 119 272 CS 501 260

Richardson, Larry S.
The "Ad Circulorum" Fallacy and Comparative Advantage Debating or: Why Don't Debate Cases Make Sense to Outside Listeners?

Pub Date Nov 75
Note—8p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, Washington, November 23-26, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Debate, *Educational Change, *Educational Problems, *Higher Education, *Logic, *Speech

Identifiers—*Circular Reasoning, *Logical Fallacies

Circular reasoning is often employed in comparative advantage debate cases when only a plan and advantages are articulated without adequate reference to the resolution which inspired the proposal. The advancing of such subtopical analyses as debate cases is deleterious to the long-range interests of educational debate because the practice jeopardizes debate programs when witnessed by people outside the college debate fraternity, and the practice is often a waste of time because of fallacious reasoning, analysis, and argumentation. It is time to reexamine the concept of *prima facie* and to redefine burden of proof. It is recommended that a logical test be imposed by any critic to determine whether circular reasoning is present and that debate practices make sense to lay persons. (TS)

ED 119 273 CS 501 261

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, October 1 - December 31, 1975.

Haskins Labs., New Haven, Conn.

Report No.—SR-44-1975

Pub Date 75

Note—161p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Articulation (Speech), *Cognitive Processes, *Educational Research, *Higher Education, *Language Development, *Language Usage, *Oral Communication, *Research Methodology, *Speech, *Speech Skills, *Theories

Identifiers—*Status Reports

This report, covering the period from October 1 to January 31, 1975, is one of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. The manuscripts in this report discuss such topics as the complexity of a motor theory of speech perception, a systems approach to studying the cerebral hemispheres, the auditory and linguistic processes in speech perception, the rate at which initial phonemes are detected in spoken words and spoken nonwords, detecting nasals in continuous speech, developing a digital pattern playback for the analysis and manipulation of speech signals, the value of the voice onset time as the physical basis for separating homorganic stop categories across a variety of languages, the coarticulation tones among the Thai and using the tones as a reference system, the motor patterns that under-

lie articulator movements during the production of certain vowel-consonant-vowel syllables, and the findings from an ongoing study of the fricative /s/ as it is produced by normal speakers either as a single consonant or in cluster with other consonants. (RB)

ED 119 274 CS 501 262

Melching, William H. Whitmore, Paul G.

The Effect of Special Oracy Instruction on the Oracy Skills of Primary Level Students. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—River Rouge Public Schools, Mich.

Report No.—WD-CA-75-24

Pub Date Oct 75

Note—56p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Audiolingual Methods, *Audiolingual Skills, Elementary Education, Listening Skills, *Literacy, Speaking, Speech Skills, Teacher Workshops

Based on the rationale that improved literacy skills in children can be most effectively obtained by first improving their oracy skills (auding and speaking), a special oracy instructional program was developed consisting of a workshop to train teachers in teaching oracy skills, sets of structured stimulus materials for use by teachers in teaching oracy skills, and an oracy test to assess the oracy capabilities of students. The program was administered during the 1974-75 school year to selected primary level teachers and students of the River Rouge, Michigan, School District. An oracy test was administered to project and control students before program implementation and as a posttest upon completion of the program. Oracy test results showed that the instructional program was an effective means for improving oracy skills of students. (Author/JM)

ED 119 275 CS 501 263

Daniel, Jack L.

The Power to Define Self in an Age of World Citizenship.

Pub Date Dec 75

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Black Power, Cultural Awareness, *Ethnic Groups, Ethnic Origins, *Global Approach, *Identification (Psychological), *Self Concept, Self Esteem, World Problems

Oppressed people need to—and are currently trying to—obtain the power to define their humanity in their own terms. However, because it is easy for thrusts toward racial and ethnic consciousness to degenerate into racial and ethnic hate, it is necessary to define the ethnic self in ways that will not conflict with the needs of a world community. In searching for ethnic identity, one must achieve a world view which understands and appreciates the integrated set of primary, philosophical, and intellectual assumptions that bind humans together regardless of their ethnicity. Then, in a true search for self-identity, one is left with the basic questions about the universe, the earth, and man, for which George Washington Carver, Martin Luther King, Jr., and the N.A.A.C.P., among others, have sought answers. (JM)

ED 119 276 CS 501 264

Barbatsis, Gretchen Schoen

The Nature of Inquiry and Analysis of Theoretical Progress in Instructional Television from 1950 - 1970.

Pub Date 75

Note—41p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Communication (Thought Transfer), Educational Research, *Educational Television, *Formative Evaluation, Higher Education, Instructional Media, Literature Reviews, *Summative Evaluation, *Television Research, *Theories

The history of research concerned with the use of television for instruction has been replete with statistically non-significant and inconsistent

results. Studies for almost two decades have focused on the comparative effectiveness of television with other mediums of teaching. The research focus of the Children's Television Workshop provided a contrast to the great bulk of the existing instructional television studies. This paper examines the two bodies of research from the point of view of theoretical progress achieved by two different approaches to scientific inquiry: summative and formative. Examination of the historical and research context indicates that the approach of summative research has been premature in the field of communication research regarding instructional television. Formative research, on the other hand, demonstrates the need for the preparatory, exploratory type of study necessary in a field where the testable variables are yet to be discovered. (Author)

ED 119 277 CS 501 265

Hall, Mary Elizabeth Cissna, Kenneth N.

Video Simulation as an Educational Tool.

Pub Date 27 Dec 75

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Affective Objectives, Behavioral Objectives, Cognitive Objectives, *Feedback, Higher Education, *Leadership Training, *Simulation, *Teaching Methods, *Video Tape Recordings

Video tape simulation, at the basic level, is any simulation experience in which videotape is used to provide feedback to the participants. This is an especially effective method of conducting leadership training because it allows each individual to integrate the cognitive, behavioral, and effective levels of learning within any of a variety of educational settings. Videotape is employed in two ways during training simulations: to provide feedback to participants about their own behavior, its consequences and effects, and the process of their group and to provide input of new material into the simulation. The most impressive aspects of simulation are the facilitation of participants' acquisition of cognitive learning occurring elsewhere in training sessions and the depth of participant involvement. (JM)

ED 119 278 CS 501 266

Career Trends in Communication; Proceedings of a Seminar (Washington, D.C., June 26-27, 1975).

Council of Communication Societies, Silver Spring, Md.

Pub Date 75

Note—40p.; Tables may not reproduce clearly due to type size

Available from—Council of Communication Societies, P.O. Box 1074, Silver Spring, Maryland 20910 (\$2.00 prepaid, \$3.00 if invoiced)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Broadcast Industry, *Career Awareness, *Career Opportunities, *Career Planning, Communication (Thought Transfer), *Communications, Doctoral Programs, Higher Education, Manpower Needs, Mass Media, *Speech Education, Technical Writing

Identifiers—Council of Communication Societies, *Speech Communication

The seminar reported in this document was organized and conducted by the Council of Communication Societies to help provide executives, officers, and directors of communication associations a better understanding of what the future is likely to hold for various communication careers so that they can do a better job of planning career-related association activities. The papers and authors are "The Environment of Tomorrow and Its Impact on the Communication Field" by James H. McBeth, "Future U.S. Manpower Demands and Implications" by Betty M. Vetter, "Employment Perspective—Business and Technical Writing" by Francis W. Weeks, "Career Placement in Communication" by William E. Arnold, "The Media Versus 'Mom & Pop'—Career Trends in Broadcasting" by Charles T. Jones, Jr., and "A Survey Investigation of Trends in Speech Communication Ph.D. Programs" by Ronald E. Bassett and Robert C. Jeffrey. (JM)

ED 119 279 CS 501 267

Work, William

On Professionalism.

Pub Date 76

Note—9p.; Paper prepared for the Texas Speech Communication Association

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communication (Thought Transfer), *Professional Associations, *Professional Personnel, *Speech, *Standards, Identifiers—SCA, Speech Communication, Speech Communication Association, Texas Speech Communication Association, TSCA

The relationship between professionalism and professional organizations is examined in this paper. Standards of professionalism for speech communication personnel vary according to the specialization in this diverse field. Since guidelines can not prescribe accurately what a person trained in speech communication should know or perform in many different areas, speech communication will probably continue an advisory versus a prescriptive approach to professional standards. The author presents five standards which he considers appropriate for speech communication: (1) Have a strong sense of identity with professional colleagues. (2) Have a sincere concern for the development of young professionals. (3) Be active in professional organizations; attend meetings and conferences; read and contribute to professional journals; serve on committees, commissions, and task forces; and vote, nominate, and communicate approval or disapproval on matters of policy. (4) Assume a personal and continuing obligation for maintaining and augmenting professional knowledge and skills. (5) Accept high ethical standards in all professional relationships. The author believes a strong voluntary professional organization should be supported both as a matter of self-interest and as an act of responsibility. (MKM)

ED 119 280 CS 501 268

Palleschi, Patricia

A Methodology for Teaching Rhetorical Fundamentals in a Course Centered Around Social Movements.

Pub Date 76

Note—29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Communication Skills, Course Content, Course Organization, *Educational Philosophy, Higher Education, *Rhetoric, *Social Behavior, *Social Change, Speech, *Teaching Methods

Identifiers—*Social Movements, Speech Communication

This paper attempts to incorporate the current research done on the rhetoric of social movements into a coherent syllabus for a basic rhetoric course. It deals with the adaptation of the tools of rhetoric at the disposal of the beginning student into a procedure for an analysis of social movements and provides that such an analysis give the student experience in recognition of types of argument; in the study of the interaction of ethos, pathos, and logos; in types of evidence; and in other rhetorical concepts. (Author/RB)

ED 119 281 CS 501 269

Haiman, Franklin S.

Freedom of Speech as an Academic Discipline.

Pub Date Apr 76

Note—14p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (San Antonio, Texas, April, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Analytical Criticism, Case Studies, *Civil Liberties, *Communication (Thought Transfer), *Freedom of Speech, Higher Education, Historical Criticism, Political Issues, *Research, Theoretical Criticism

Identifiers—SCA Committee on Freedom of Speech, *Speech Communication Association

Since its formation, the Speech Communication Association's Committee on Freedom of Speech has played a critical leadership role in course offerings, research efforts, and regional activities in freedom of speech. Areas in which research has been done and in which further research should be carried out include: historical-critical research, in which an outstanding model is Leonard Levy's "Legacy of Suppression: Freedom of Speech and Press in American History"; case or field studies, such as the studies of the Rap Brown speech in Cambridge, Maryland, in the summer of 1967; empirical and experimental studies on communication effects, such as those on obscenity or the impact of violence on radio and television programs; and critical analyses and theory development, which involve the most difficult and most important scholarship and for which twelve specific issues are ready for perusal. (JM)

ED 119 282 CS 501 270

Proceedings of the Annual Conference of International Broadcast Institute (Cologne, August 31-September 4, 1975).

International Broadcast Inst., Ltd., London (England).

Pub Date 75

Note—80p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Broadcast Industry, Communication (Thought Transfer), *Communications, Conference Reports, Cultural Factors, International Organizations, Legislation, *Mass Media, Television

Identifiers—IBI, *International Broadcast Institute

The major part of this report is devoted to the substantive work of the 1975 annual conference of the International Broadcast Institute (IBI). Contents include a report of the formal sessions of the general members' meeting; a report by the executive director; reports by the working committees on communication in support of development, communications policy research and planning, recent legislation and current inquiries in the mass media field, and the concept of the right to communicate; reports of special working groups on communication and education and on cultural aspects of communications, particularly the mass media; reports of informal sessions on communication and law and on television archives an outline of the IBI Action Program 1975-1977; and appendixes containing the conference program; lists of participants; and outlines of the working committees, special working groups, and informal sessions. (JM)

EA**ED 119 283** 95 EA 007 572

Piele, Philip Wright, Darrell
Computerized Planning Methods. Educational Facilities Digest 3.

Council of Educational Facility Planners, Columbus, Ohio; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Contract—OEC-0-8-080353-3514

Note—7p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, Architectural Programming, Computer Graphics, *Computer Programs, *Computer Science, Critical Path Method, *Facility Planning, Facility Requirements, *Literature Reviews, Program Evaluation, School Planning, Simulation

Through computer simulation activities, building designs can be tested and evaluated before construction begins, alternatives developed, and cost-benefit ratios analyzed. Annotations of 15 publications in the ERIC system that involve the use of computers and school planning are contained in this digest. (Author/MLF)

ED 119 284 EA 007 892

Internationalizing Management Education. A Report of Four Conferences.

National Commission for UNESCO (Dept. of State), Washington, D.C.

Spons Agency—Georgia State Univ., Atlanta. School of Business Administration; Home Health Services of Louisiana, Inc., New Orleans; Indiana Univ., Bloomington. Graduate School of Business; Tufts Univ., Medford, Mass. Fletcher School of Law and Diplomacy.

Pub Date 73

Note—32p.; Not available in hard copy due to marginal legibility of original document

Available from—U.S. National Commission for UNESCO, Washington, D.C. 20520; also Academy for Educational Development, 680 Fifth Avenue, New York, New York 10019

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Business Administration, Business Education, *Conference Reports, Higher Education, Interinstitutional Cooperation, *International Education, *Management Education, *Symposia

This report summarizes highlights of discussions at a series of conferences intended to stimulate cooperation between American universities and the business community in an effort to improve education in the field of international business. Approximately 250 business and educational leaders participated in four regional conferences, which were held at major universities in the Midwest, Southeast, Northwest, and Northeast during the final three months of 1972. The report does not summarize the content of each conference separately, but rather attempts to present the ideas and concerns common to all four conferences. In addition to a brief introduction, the report consists of four short chapters entitled "Toward Global Economic Advance," "What Business Needs," "Challenges to Education," and "A Pause in the Conversation: Some Initial Suggestions for Action." A complete list of participants in each of the conferences is also included. (JG)

ED 119 285 EA 007 898

Barrilleaux, Louis E. Schermerhorn, John R., Jr.
Intervening: Managerial Issues and Challenges in an Educational Management Development Program.

Pub Date Aug 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Case Studies, Change Agents, *Educational Administration, Interaction Process Analysis, *Intervention, Leadership Training, *Management Development, *Organizational Theories, Program Descriptions

Identifiers—*Organic Model

The literature on intervention theory tends to overlook the pragmatic managerial issues and challenges of intervening. This paper analyzes the formative period of a school management development program to establish crucial differences between the program director's espoused theory and the actual experience of the intervention. These differences are generalized as summary observations that represent researchable questions on social intervention. Specific managerial guidelines are also developed for the change practitioner. (Author)

ED 119 286 EA 007 899

Barrilleaux, Louis E.
A Middle-Management Center and Some Early Learnings. Working Paper Number 09.

Tulane Univ., New Orleans, La. Middle Management Center.

Pub Date Sep 75

Note—16p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, *Educational Administration, Elementary Secondary Education, Inservice Programs, Leadership Training, *Management Development, Management Education, *Principals, *Program Descriptions, Research and Development Centers, *Resource Centers

Identifiers—*Middle Management Center, MMC
This paper describes the objectives and organization of the Middle Management Center (MMC), a university-based interdisciplinary resource team dedicated to improving school management practices through involvement with school principals. The author, who is also director of the MMC, first discusses the place of principals in school administration and their need for improved management training and then describes how the MMC was specifically designed to meet this need. In the final section of the paper, the author presents a series of statements that summarize the major findings resulting from a case analysis of the MMC's first operational year. (JG)

ED 119 287 95 EA 007 901

Textbook Selection and Controversy. The Best of ERIC, Number 16.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—OEC-0-8-0-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, *Censorship, Educational Research, Educational Resources, Elementary Secondary Education, *Literature Reviews, Publications, *Textbook Bias, Textbook Content, Textbooks, *Textbook Selection

This annotated bibliography summarizes 11 selected publications concerned with the general topic of textbook content and selection. The selections are intended to give practicing educators easy access to the most significant and useful information on school textbooks that is available from the Educational Resources Information Center (ERIC). All the publications described here were selected from the ERIC catalogs "Resources in Education" (RIE) and "Current Index to Journals in Education" (CJIE). Information on how to order copies of all the cited publications through the ERIC Document Reproduction Service is also included. (JG)

ED 119 288 EA 007 905

Archetti, Carmen Fernandez

Public Relations Power.

Pub Date 30 May 75

Note—233p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Surveys, Elementary Education, *Guidelines, Parent Attitudes, *Program Descriptions, *Program Development, *Public Relations, *School Community Relationship, School Support, Teacher Attitudes

This practicum report describes an attempt to develop and implement a systematic public relations program for an elementary school center, with the aim of improving public confidence in the school. The author developed a model process for instituting and sustaining a general public relations operation and then field tested the model at South Grade Elementary School in Palm Beach County, Florida. Districtwide surveys of parent and teacher attitudes were conducted before and after the field test. Comparison of pretest and posttest survey data indicated a substantial gain in favorable parent and teacher responses over the period of the practicum. Besides describing the field test and presenting data from the parent and teacher surveys, the report also includes a descriptive self-study prepared by the faculty of South Grade Elementary School and a guide designed to aid school personnel in developing a public relations program for their school. (JG)

ED 119 289 EA 007 906

Lewis, Edmund L., Ed.

A Discussion Guide to Initiate Study of Educational Philosophy and Goal Setting.

Association of California School Administrators; California School Boards Association, Sacramento.

Pub Date Dec 75

Note—13p.

Available from—California School Boards Association, 800 9th Street, Suite 201, Sacramento, California 95814 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Objectives, *Educational Philosophy, Elementary Secondary Education, *Group Discussion, Personal Values, *School Administration, School Policy, Social Problems, Student Interests

This discussion guide is intended to help school personnel, community members, and board members express and deal with their beliefs about educational philosophy. A series of questions concerning school policies is presented with forced-choice answers. Individual answers are to be brought before a group for comparison, inquiry, and discussion. The purpose of discussing individual responses to these items is to reach an accurate understanding of the agreements and disagreements that actively exist in the total group of concerned persons. (Author/MLF)

ED 119 290 EA 007 908

Salary Report Number 1. Principals and Assistant Principals. Administrative Information Report.

National Association of Secondary School Principals, Reston, Va.

Pub Date Feb 76

Note—9p.

Available from—National Association of Secondary School Principals, Office of Professional Assistance, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, order of less than \$5.00 must be prepaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Assistant Principals, Elementary Secondary Education, *National Surveys, *Principals, *Salaries, School Districts, *Tables (Data)

Tables present a summary of the data obtained in a national survey of principals' and assistant principals' salaries. Section 1 of the report compares 1975-76 minimum and maximum salary schedule summaries by district enrollment size, section 2 makes the comparison by using a per pupil expenditure factor, and section 3 contains a maximum scheduled salary trend analysis. (Author/MLF)

ED 119 291 EA 007 911

French, Larry L.

The Powers and Duties of an Oklahoma School District.

Oklahoma Univ., Norman. Law Center.

Pub Date 74

Note—191p.; Some pages may not reproduce clearly due to marginal quality of original

Available from—Department of Continuing Legal Education, University of Oklahoma Law Center, 630 Parrington Oval, Norman, Oklahoma 73069 (\$7.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Policy, Boards of Education, Corporal Punishment, *Court Litigation, Due Process, Federal Legislation, Leave of Absence, Pregnancy, *School District Autonomy, *School Districts, *School Law, School Policy, State Legislation, Suspension Identifiers—*Oklahoma

This book represents the author's third effort to bring school districts and their appropriate personnel up-to-date in volume form as to legislation, rules and regulations, statutes, (both state and federal), and the applicable interpretations based on court decisions. Selected areas of concern are discussed, and the Oklahoma Statute Citation listed, followed by the section number found in the Oklahoma School Code Book distributed by the State Department of Education. (Author/MLF)

ED 119 292 EA 007 912

French, Larry L.

Oklahoma Schoolhouse Law.

Oklahoma Univ., Norman. Law Center.

Pub Date 73

Note—216p.

Available from—Department of Continuing Legal Education, University of Oklahoma Law Center, 630 Parrington Oval, Norman, Oklahoma 73069 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Board of Education Policy, Boards of Education, Court Litigation, *Due Process, Educational Administration, Elementary Secondary Education, Expulsion, *School Community Relationship, *School Law, *Student Records, Students, Suspension, *Teacher Dismissal, Tenure Identifiers—*Oklahoma

This is not a lawbook, but rather an indepth discussion of specific areas of concern to Oklahoma educators. It is composed of information based on the author's experience as Chief Counsel for the Oklahoma State School Boards Association and for the Oklahoma Association of School Administrators as well as on case law, legal opinions, statutes, and attorney general interpretations. The major topics discussed include teacher termination, student due process, community problems, the promulgation of effective rules and regulations, student records, and school board minutes. (Author/IRT)

ED 119 293 EA 007 913

Hendra, Stan

After 8? A Guide for the Parents of Grade 8 Students in Ontario.

Ontario Dept. of Education, Toronto.; Ontario

Ministry of Colleges and Universities, Toronto.

Pub Date Oct 75

Note—22p.

Available from—Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario, M7A 1C6, Canada (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Articulation (Program), *Educational Alternatives, Educational Opportunities, Educational Planning, Grade 8, *Guides, Parent Counseling, Post Secondary Education, *Program Descriptions, *Secondary Education, Student Financial Aid, *Student Promotion Identifiers—*Ontario

This booklet is aimed primarily at parents of Grade 8 students in the province of Ontario and is intended to help parents plan their child's secondary education. In particular, the booklet attempts to clearly describe the choices open to students as they move from Grade 8 to secondary school and to relate, in a general way, secondary school courses to opportunities at the postsecondary level. Separate short sections offer a basic description of secondary education in Ontario, discuss possible alternatives and variations from the typical secondary school program, examine opportunities for postsecondary education in Ontario, describe various ways of financing a postsecondary education, and discuss the process of planning a school program appropriate for each student. (Author/JG)

ED 119 294 EA 007 915

Payne, Joseph C.

Evaluation and the Organization.

Pub Date Oct 75

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Affective Objectives, Cognitive Objectives, *Evaluation, *Measurement, Organizations (Groups), *Values

Evaluation has two clear and distinct segments. Evaluation in cognition applies to the constant reevaluation of the internal processes of the organization. Evaluation is also a system of valuing those things with which the organization is primarily concerned. Therefore, the broad area of evaluation is both the self-evaluation of the processes of the organization's operation and the production and use of proper judgemental design for each task. (Author)

ED 119 295 88 EA 007 916

Licata, Joseph W. Wilson, Charles M.

Field-Oriented Competency-Based Training in School Administration.

Valdosta State Coll., Ga.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date 76

Note—25p.

Available from—Project R.O.M.E.-F.O.C.U.S., Education Center, Valdosta State College, Valdosta, Georgia 31601 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Administration, *Educational Assessment, Evaluation Methods, Higher Education, Models, *Performance Based Education, *Problem Solving

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project ROME FOCUS

Project ROME-FOCUS (results-oriented management in education-field-oriented, competency utilization system) is a field-oriented, competency-based instructional program for school administrators pursuing the six-year degree at Valdosta State College. It represents an effort to develop and execute a training program that focuses on a group of 80 competencies. Competency is conceived of as the school administrator's demonstrated ability to identify and solve a high priority problem. The theoretical basis for problem-solving in this project is a model called "consequence analysis." Each program objective is organized in a way that attempts to help the school administrator apply this model in solving an instructional problem in his own school. In this pamphlet, preassessment and postassessment procedures are outlined. An explanation of consequence analysis is presented, followed by a description of the various parts of the ROME-FOCUS instructional program and an explanation of program objectives. (Author/IRT)

ED 119 296

Salmon, Richard L.

Decision Criteria, Retention Index and Policy for School Consolidation.

Midwest Research Inst., Kansas City, Mo.

Spons Agency—Kansas City School District, Mo.

Pub Date 11 Feb 76

Note—23p.; Excerpts from "Decision Criteria and Policy for School Consolidation," MRI Project No. RA-115-D(1). Tables on p12-13 may reproduce poorly due to small print of original document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Boards of Education, *Consolidated Schools, *Decision Making, Elementary Education, Mathematical Models, *Models, *Policy Formation, *School Closing

The objectives of the study underlying these excerpts were to assist the Kansas City School District (ICSD) in the formulation of policy on the consolidation and closing of schools, the development of objective criteria to aid decision-making on these issues, and the specification of procedures for the implementing of such policy and policy decisions. Achieving these objectives entailed performing a comprehensive literature search; reviewing—by correspondence and telephone—the experiences of 11 other school districts that had had recent similar experience; interviewing key KCSD administrators; reviewing the extensive and comprehensive study of the KCSD done in 1973; interviewing all current members of the school board; assembling 10 objective criteria for ranking the elementary schools; formulating a model policy statement; and developing and specifying procedures for implementing consolidation policy. The decision model, proposed board of education policy, and policy implementation steps are included here. The 10 objective criteria on which the decision model is based are the following (in order of adjudged importance): achievement levels, facility cost per pupil, space per pupil, teacher load, racial or minority balance, age and general condition of the buildings, auxiliary facilities, commuting distance, number of pupils, fuel requirements. (Author/IRT)

ED 119 297 EA 007 918

Beegle, Charles W. Ashbaugh, Carl R.

The Individual as the Focus in Curriculum Development.

Pub Date [74]

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Conceptual Schemes, *Cultural Context, *Curriculum Development, Educational Objectives, *Educational Philosophy, *Individual Needs, Models, Social Environment, Student Centered Curriculum Identifiers—*Mooney Life System Model

A hard-headed look at the current condition of postindustrial man justifies the view that curriculum developers must function from standpoints different than those hitherto employed. An understanding of technology alone cannot develop the whole man. The contemporary problems of a pluralistic, postindustrial society cannot be solved within the present context of our societal institutions. Ross Mooney's Life System Model provides a meaningful framework to bring order out of the contemporary dilemma. The key functions of the Life System Model are: an organism, open and integrative, in continuous give-and-take with the environment, effecting transformations through selective fittings." The model portrays the dynamic and reciprocal qualities employed by every organism interacting with its environmental context. Curriculum development should also reflect that humans have being only as they maintain themselves in an environmental setting. Curriculum developers can no longer behave as though the school was outside the mainstream of life. The demands of the culture and needs of the individual must be the starting point in curriculum development. (Author/JG)

ED 119 298 EA 007 920

Michel, George J.

Policy Making and Issues of Education in New York State.

Pub Date May 75

Note—17p.; Edited version of a paper presented at the Delta Kappa Gamma Conference (Albany, New York, May, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Collective Negotiation, Decentralization, *Educational Policy, Elementary Secondary Education, Equal Education, Policy Formation, *Political Issues, *Power Structure, State Agencies, State Aid, *Unions
Identifiers—*New York

Among recently emerged educational policy structures in New York State, only the New York State United Teachers is likely to become a permanent new force, and its influence over general educational policies is expected to be weak. Within the current political-educational policy structure, prospects are dim for solutions to such complex issues as state funding of schools and equalizing educational opportunity. Political and educational feuds prevent creation of a new educational policy structure and eliminate any possibility of solutions to these problems. It is also doubtful that the controversial issue of educational decentralization will be resolved. The impact of teacher negotiations and unionization should be described as illusory, since it is difficult to verify either harmful or beneficial results from such negotiations. Most benefits that can be documented seem excessively costly to unionized teachers, though nonunionized teachers in neighboring districts enjoy a beneficial spillover effect. (Author/JG)

ED 119 299 EA 007 924
Update on State-Wide School Finance Cases. School Finance Project.

Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
 Pub Date Jan 76
 Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Court Cases, *Court Litigation, *Educational Finance, Elementary Secondary Education, *State Legislation

In May 1974, the School Finance Project of the Lawyers' Committee published a Summary of State-Wide School Finance Cases. Its purpose was to provide an overview of the field so that interested persons could quickly learn the status of school finance litigation in the several states. This was accomplished by tracing the procedural history of each case with a report as to its current status. This document is an update designed to ensure that interested persons and organizations may continue to keep abreast of developments. It treats pending cases in Alaska, California, Connecticut, Florida, Georgia, Kansas, Maine, Missouri, New Jersey, Ohio, Oregon, and West Virginia and terminated cases in Idaho, Montana, and Washington. (Author/IRT)

ED 119 300 EA 007 925
Computer Assisted Assignment of Students to Schools to Achieve Desegregation.
 Illinois Inst. of Tech., Chicago. Research Inst.
 Pub Date [75]
 Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Board of Education Policy, *Computer Science, *Educational Planning, Electronic Data Processing, Elementary Secondary Education, *Integration Methods, *School Integration, *Student Transportation

To help school districts with the task of assigning students to schools in order to achieve desegregation, the Illinois Institute of Technology has developed a system involving the use of planning techniques and computer technology that greatly simplifies the school district's job. The key features of the system are objectivity, minimum transportation impact, minimum transportation cost, proven application, availability, responsiveness, and economy. In implementing the plan, institute representatives meet with school district representatives and key school board members to determine the implementation schedule and to describe the school redistricting planning process; the district supplies basic information concerning the location of schools, the location of students, the ethnic group to which the student belongs, and certain policy information; the institute puts this information into a form that can be read by the computer and modifies the computer programs that will process the data; all information and programs are computer processed; the institute reviews outputs to determine compatibility with the school district requirements; and computer-generated plans are provided to the school district. (Author/IRT)

ED 119 301 EA 007 926
Ripley, Thomas Charles

The First Year Impact of Wisconsin School Finance Legislation, 1973, on the Equality of Educational Expenditures in Twenty-Two Metropolitan Milwaukee School Districts.

Pub Date Nov 75
 Note—73p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Educational Finance, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Expenditure Per Student, *Finance Reform, State Legislation, State Programs, Statistical Analysis
Identifiers—*Wisconsin (Milwaukee)

The change in the equality of per-pupil expenditures of 22 metropolitan Milwaukee school districts before and after the implementation of the Wisconsin new power equalization formula for school finance is investigated in this study. The equality of per-pupil expenditures for line items that compose the current operating expenses of a school district is computed using the traditional standard deviation statistic and the Gini coefficient. The values of these statistics are compared for the two years that straddle the implementation of power equalization, 1972-73 and 1973-74. The results demonstrate that the equality of per-pupil expenditures increased for most of the line items and for total current operating expenses after the implementation of district power equalization. An extensive bibliography is included. (Author)

ED 119 302 EA 007 929
Bell, T. H.
Successful School Administration: The Characteristics of Competence in 1976.

Pub Date 20 Feb 76
 Note—12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Administrative Personnel, *Administrative Principles, *Administrator Characteristics, *Educational Administration, Elementary Secondary Education, School Community Relationship

Competent school administrators should keep up-to-date on areas of information relating to their field and might find useful the following 12 most important elements in a performance accountability code for school executives: strive for fair and equitable treatment of the staff; make competence and performance the key to promotion; make decisions without undue delay; be consistent and do not vacillate; delegate responsibility and support those to whom you delegate; be understood; keep your word; find time to show concern for misfortune, to commend excellence, and to offer encouragement during stress and difficulty; be warm and human and operate with the smallest possible ego; follow through and remember significant details; admit your errors; and hear all sides when a big decision is coming up. Perhaps the most crucial test of a superintendent's competence today is his or her ability to resolve issues in the face of hostility ranging from innuendo to threats of physical violence. There are three steps that can be taken to cope with hostility. (Author/IRT)

ED 119 303 EA 007 931
Hammons, Abe L.
The Superintendent's Role in Teacher Evaluation, Retention, and Dismissal.

Pub Date 22 Feb 76
 Note—6p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Educational Environment, Elementary Secondary Education, *Personnel Evaluation, *School Superintendents, Superintendent Role, Teacher Dismissal, Teacher Evaluation

The speaker accepts the theory that nothing happens for the betterment of education until the superintendent develops an educational climate that is conducive to a healthy learning situation and a positive attitude from the community. A healthy climate is greatly enhanced when the process of personnel evaluation starts with the board and the superintendent and includes all other personnel within the school district. (Author/IRT)

ED 119 304 EA 007 932
Davis, William J.

Inservice Staff Development Programs for School Principals: Needs Assessments and Inservice Programs.

Pub Date 23 Feb 76
 Note—18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Administrator Education, *Inservice Education, *Needs Assessment, *Principals, Questionnaires, Scheduling, Teaching Methods

With relatively few exceptions, most recent needs assessment questionnaires have dealt solely with either (1) identifying the level of interest that prospective participants have for attending an inservice program centered about a particular topic, or (2) identifying which among a number of topics generates the most enthusiasm. That is, most needs assessments are topic-oriented; consequently, little beyond the topic of concern is ascertained and decisions as to all other details of the program are made on the basis of distinctly limited knowledge as to what participants will find most attractive and/or educationally profitable. Under the belief that the scope of needs assessments should be widened, the questionnaire appearing in Appendix A was constructed. The results of the survey are not presented so much to guide action as to portray the nature, scope, and usefulness of information that can be made available to the designer of an inservice program. The questionnaire deals with the following areas: the climate of receptivity for programs, factors that have hindered participation in programs, the scheduling of programs, the program site, the kinds of learning activities included, the topic, and the rewards and motivations for attendance. (Author/IRT)

ED 119 305 EA 007 936
Tyler, Ralph W.
The American Schools Can Meet the New Demands They Are Facing.

Pub Date 22 Feb 76
 Note—9p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Activity Learning, *Education, Elementary Secondary Education, Ethical Values, *Individual Development, Social Factors, *Social Influences

The nation's schools face difficult problems that must be solved if they are to continue serving our society constructively and effectively. The two hundred years of our country's history demonstrate that in the past the schools have met new needs and have responded well to growing demands for education. An examination of several of the problems schools are now encountering finds bases for confidence regarding the future. The experience with Title I of the Elementary and Secondary Education Act demonstrates that schools can, albeit slowly, devise new programs and new ways of working with disadvantaged children. A number of high schools have already worked out with various persons and agencies in their communities ways by which youth can work constructively with adults to render service, to obtain firsthand experience with the wider world, and to gain assurance that they are becoming responsible adults. (Author/IRT)

ED 119 306 EA 007 938
Geisert, Gene
Administration ... The Key to Creating Schools That Work.

Pub Date 22 Feb 76
 Note—10p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Administrative Personnel, *Board of Education Role, Boards of Education, *Educational Administration, Elementary Secondary Education, Management, *School Superintendents, *Superintendent Role

While primarily discussing the relationship between school boards and superintendents, the speaker makes four main points. First, the professional administration that runs our schools, led by

superintendents and their management teams, is in the best position—perhaps the only position—to implement improvements in education. Second, school boards (and the individual members who make up the boards), as now designed, are more likely to impede than to implement change. Third, teacher unions are politically unable and, of necessity, too self-serving to bring about internal reform. Fourth, parents and student groups do not possess professional judgment and without an effective, innovative, and aggressive school administration to implement their concerns cannot bring about the kinds of reform required to make our system of education work. The speaker proposes action that would strengthen the role of the superintendent, more carefully define the board's role as policy-maker, and change the current model of school governance. (Author/IRT)

ED 119 307 EA 007 939

Trotter, Virginia

The Federal Role: Active or Reactive?

Pub Date 21 Feb 76

Note—10p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Education, *Educational Assessment, *Educational Research, Elementary Secondary Education, *Equal Education, Federal Legislation, *Federal Programs, *Federal State Relationship

The federal role in education is active when the issues are national in scope (such as in ensuring equal educational opportunities), when a unified research agenda is the issue, or when the problem is assessing the progress of education. The role is reactive when the government must be responsive to the needs of the states and local school districts in the three areas just mentioned. The federal position is not to dictate educational policy to the states and local education agencies. Rather, the government intends the states and local districts to have even more responsibility to determine the direction of educational priorities and programs in the future. (Author/IRT)

ED 119 308 EA 007 942

Frazier, Orville P.

Coping with Persistent Problems of the Small District Superintendency.

Pub Date 20 Feb 76

Note—8p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Boards of Education, Educational Problems, Elementary Secondary Education, *School Superintendents, *Superintendent Role

The problems of a small district are very nearly the same as those of a large district. The best way the superintendent of a small district can cope with daily problems is to get a good board of education behind him, get the board involved, provide the board with good inservice programs, obtain good middle administrators, give principals full authority, pay principals well, get a good faculty, have teachers interviewed by and responsible to principals, and tell co-workers when they have done a good job and give them credit. (Author/IRT)

ED 119 309 EA 007 943

Gallo, Vincent A.

Administrative Bonus Pay.

Pub Date 23 Feb 76

Note—8p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Educational Environment, Elementary Secondary Education, *Merit Pay, Models, *Principals, *Staff Improvement

The administrative bonus model described here assumes that educational delivery systems can be improved by improving people. That is, a people-improvement program is a better buy than the adoption and innovation syndrome of the fifties and sixties. This plan restores the principalship to its rightful place in the line of authority, power, and responsibility. Under the plan, the principal assumes responsibilities such as classroom visitation and conference and is paid a percentage bonus for these tasks. The restructured job

description for the building administrator encompasses three basic areas: public relations, improvement of instruction, and management services. The implementation of the model would, over time, produce a school organization with a more open climate and encourage collaboration in decision-making. The model would produce concomitant increases in personal respect and commitment among and across disciplines and grade levels. The model is a comprehensive plan suitable for inservice and preservice modes, and could be used in its entirety or in bits and pieces. (Author/IRT)

ED 119 310 EA 007 945

Van Til, William

Issues in Secondary Education—Report of NSSE Yearbook for 1976.

Pub Date 22 Feb 76

Note—10p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Curriculum, Educational Alternatives, Educational Facilities, *Educational Improvement, *Individual Development, School Organization, *Secondary Education, Social Factors, Teaching Methods, Values, *Yearbooks

The author, editor of the National Society for the Study of Education yearbook on secondary education, reports some contentions and observations presented by the yearbook's chapter authors. Each author addressed one of nine central issues. The issues are in the areas of the individual, values, social realities, man's experiences, education's environment and setting, the content of the schools, the schools' organization, teaching strategies, and the administering, supervising, and improving of education. (Author/IRT)

ED 119 311 EA 007 946

Grahl, Elmer C.

Essentials of a Good Contract for Superintendents.

Pub Date 20 Feb 76

Note—6p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Boards of Education, *Contracts, Contract Salaries, Elementary Secondary Education, *School Superintendents

The author discusses what he considers to be the essentials of a good superintendent's contract. He covers such areas as deferred compensation, contract length, vacations, and retirement. (IRT)

ED 119 312 EA 007 948

Exploring Energy Conservation in Educational Facilities. Annual Conference (6th, Knoxville, Tenn., January 22, 1975, Jackson, Tenn., January 23, 1975, Nashville, Tenn., January 24, 1975).

Tennessee Univ., Knoxville. School Planning Lab. Pub Date 75

Note—37p.; Photographs may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Climate Control, *Educational Facilities, Electricity, *Energy Conservation, Heating, Illumination Levels, Legislation, Maintenance, School Improvement, *School Planning, *Solar Radiation, Standards

Identifiers—Tennessee

These papers presented to educators within the state of Tennessee represent the latest thinking regarding techniques for long-range energy conservation when planning and constructing school facilities. The current and future availability of energy sources is summarized. Some of the wasteful practices consumers and manufacturers have practiced are cited and suggestions made for improvement. Codes and standards related to energy use in buildings are followed by some findings of energy usage studies including illumination levels, solar energy, and ventilation. Three completed solar heating projects are described. The final paper gives some advice for the operation and maintenance of heating and air-conditioning equipment and a systematic lighting maintenance program. (MLF)

ED 119 313

EA 007 949

Holleman, I. Thomas, Jr.

The Use of Economic Analytical Tools in Quantifying and Measuring Educational Benefits and Costs.

Pub Date 75

Note—101p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Cost Effectiveness, Decision Making, Economic Research, Education, Educational Administration, *Educational Finance, *Efficiency, Elementary Secondary Education, Guidelines, Higher Education, Models

Identifiers—*Planning Programming Budgeting System, PPBS

The general objective of this study was to devise quantitative guidelines that school officials can accurately follow in using benefit-cost analysis, cost-effectiveness analysis, ratio analysis, and other similar economic analytical tools in their particular local situations. Specifically, the objectives were to determine guidelines for the quantification and measurement of benefits for public educational systems; determine guidelines for the accurate costing of public educational systems; determine simple procedures for the utilization of benefit-cost analysis, cost-effectiveness analysis, ratio analysis, and other pertinent economic analytical tools by educational administrators; and provide examples demonstrating the proper use of such economic analytical tools tailored to typical local educational systems' needs. (Author)

ED 119 314 EA 007 950

McDowell, Douglas S. Huhn, Kenneth C.

NLRB Remedies for Unfair Labor Practices. Labor Relations and Public Policy Series. Report No. 12.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Report No—R-12

Pub Date 76

Note—304p.

Available from—Industrial Research Unit, The Wharton School, Vance Hall/CS, University of Pennsylvania, Philadelphia, Pennsylvania 19174 (\$7.50)

Document Not Available from EDRS

Descriptors—Arbitration, *Collective Bargaining, Court Cases, *Employer Employee Relationship, Federal Legislation, *Industrial Relations, *Labor Legislation, Labor Problems, Policy Formation, *Sanctions

Identifiers—*National Labor Relations Board

This book is the 12th in a series of monographs that examine various issues and controversial areas involving collective bargaining and the regulation of labor-management disputes. This volume deals with National Labor Relations Board (NLRB) policy. In particular, it describes and analyzes various NLRB-ordered remedies and discusses many of the criticisms that have been directed at the board's remedial policies and the analytical methods under which those policies have been developed. The book is organized into eight parts. In addition to an introduction and conclusion, these sections focus in turn on the proper scope of board orders, monetary remedies, reinstatement remedies, remedies involving illegal domination or assistance to labor organizations by employers, remedies involving establishment and breach of the good faith bargaining obligation, and sanctions against persistent, flagrant, or frivolous violators. A lengthy alphabetical index of all cases cited throughout the book is also included. (JG)

ED 119 315 EA 007 951

Code of Ethics and Implementing Policy and

Procedure. Legal Aid Policies and Procedures.

Association of California School Administrators.

Pub Date Mar 72

Note—34p.

Available from—Publications, Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 (\$0.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrative Personnel, Elementary Secondary Education, *Ethics, Policy, Professional Associations, *Standards

Part I contains the Association of California School Administrators (ACSA) code of ethics and three appendices. The appendices present an amplification of the code of ethics, a discussion of the code's direct application to administrators,

and a presentation of the other functions of the ACSA Personnel Standards Committee and the procedures for implementing action. Part II contains the organization's legal aid policies and procedures, and an application for financial assistance from the organization's legal aid fund. (IRT)

ED 119 316 EA 007 952

Lewis, Edmund L., Ed.

Selecting a New Superintendent. Revised.

Association of California School Administrators; California School Boards Association, Sacramento.

Pub Date Mar 76

Note—28p.; For related document, see ED 049 523. Not available in hard copy due to marginal legibility of original document.

Available from—California School Boards Association, 800 Ninth Street, Suite 201, Sacramento, California 95814 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Selection, Advisory Committees, *Board of Education Role, Contracts, Elementary Secondary Education, *Guidelines, Job Application, Personnel Policy, *Recruitment, *School Superintendents

This publication was prepared jointly by the California School Boards Association and the Association of California School Administrators to assist local school districts in selecting and hiring a new school superintendent. Because the needs and resources of each school district differ considerably, the booklet attempts to present general guidelines and procedures that can be readily adapted to the needs of large and small districts alike. The booklet is organized in three sections that focus in turn on the roles of the school board, the advisor to the school board, and the applicant screening committee in the recruitment and selection process. Also included are a number of appendices that present sample recruitment brochures, application forms, employment contracts, and other relevant information. (JG)

ED 119 317 EA 007 953

Holleman, I. Thomas, Jr.

The Informal Use of Parents in School Public Relations.

Pub Date [75]

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrator Guides, Community Organizations, Elementary Secondary Education, *Parent Participation, Parent Role, *Parent School Relationship, *Public Relations, School Community Programs, *School Community Relationship

This paper discusses a variety of ways school officials can effectively utilize participation by lay citizens in school affairs to maintain good public relations with the community. The important role of parents is stressed, and the value of homework assignments, teacher-parent group meetings, and individual teacher-parent conferences in developing school-parent relations is discussed. The author also examines ways of dealing with various community groups that are actively concerned with school affairs, often because of their dissatisfaction with some phase of the school program. The final section of the paper describes ways that parents can be utilized within the school setting to enrich students' educational opportunities and improve communications between the school and community. In particular, the author discusses the possibility of using parents as volunteer teacher aides, substitute teachers, in-class resource people for certain subject areas, members of curriculum development committees, participants in various extracurricular activities, and consultants for planning or improving the school plant and its physical facilities. (JG)

ED 119 318 EA 007 954

Holleman, I. Thomas, Jr.

Meetings of the School Board.

Pub Date 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Board Administrator Relationship, *Board of Education Policy, *Board of Education Role, *Boards of Education, Committees, Elementary Secondary Education, *Meetings, Parliamentary Procedures

The basic function of any school board meeting is the transaction of the official business of the school district. Policies that direct the daily activities of the school are derived through this transaction process. If an understanding of the intricacies, actions, and interactions of each group that participates either directly or indirectly in a school board meeting can be grasped by all concerned, then a school board can conduct its business with dispatch and provide the decisive leadership that school districts desperately need. This document provides information on the major aspects of board meetings—the purpose of the meeting, preparation of the agenda, time and place of meetings, rules of order for meetings, executive versus open sessions, dealing with petitions and delegations, minutes of meetings, board committees, and the relationship between administrative staff members and the board. (Author/IRT)

ED 119 319 EA 007 955

Ahmed, Manzoor

The Economics of Nonformal Education: Resources, Costs and Benefits. Praeger Special Studies in International Economics and Development.

California Univ., Berkeley. Program in International Education Finance.

Pub Date 75

Note—122p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$12.50)

Document Not Available from EDRS

Descriptors—Cost Effectiveness, *Developing Nations, Economic Development, *Economic Research, *Educational Economics, *Educational Principles, Educational Resources, Human Resources, *Nonformal Education

This book is part of a series of studies dealing with educational economics and the efficiency of various forms of education. This volume is concerned with the topic of nonformal education, particularly as it might be applied in developing nations that are still largely rural. The author does not attempt to develop a definitive economic analysis of nonformal education, but rather strives to clarify pertinent concepts and definitions and to indicate an approach to economic problems that will aid educational planners in solving operational problems. Individual chapters focus in turn on the socioeconomic context of nonformal education, educational resources, educational costs, economic benefits and cost effectiveness, and the uses of economic analysis. (JG)

ED 119 320 EA 007 956

Solar Energy School Heating Augmentation Experiment. Design, Construction and Initial Operation. A Report.

InterTechnology Corp., Warrenton, Va.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Report No.—ITC-090974; NSF-RA-N-74-019

Pub Date 4 Dec 74

Note—85p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-00204-0, \$1.45)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Building Materials, *Component Building Systems, Cost Effectiveness, *Energy Conservation, Engineering Graphics, Equipment Standards, Experiments, Facility Case Studies, Facility Guidelines, *Heating, *Performance Specifications, *Solar Radiation

This report describes an experimental solar heating system, complete with thermal storage and controls, that has met all the heating requirements of five detached classrooms of the Fauquier High School in Warrenton, Virginia. The objectives of the experiment were to (1) demonstrate that solar energy can be used to provide a substantial part of the energy requirements of a public school, (2) determine the fuel/energy savings from the use of this system, (3) provide a sound economic basis for projecting costs and cost/benefits from the use of solar energy, and (4) determine figures for performance, and the maintenance and operational costs of the system. Figures and text fully present the specifications of the system. (Author/MLF)

ED 119 321 95 EA 007 957

Administration of Public Laws 81-874 & 81-815.

Twenty-Fourth Annual Report of the Commissioner of Education, June 30, 1974.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-(OE)-75-07300

Pub Date [75]

Note—222p.; Appendix A of the Annual Report of the U.S. Commissioner of Education, Fiscal Year 1974, EA 007 866. Other related documents are ED 063 630, ED 019 740, and ED 108 336.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-080-01440-8, \$3.40)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—American Indians, Annual Reports,

*Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Federal Programs, Federal State Relationship, Program Costs, School Construction, School Maintenance, *State Federal Aid, Statistical Data, Tables (Data)

The laws covered in this report were initiated as part of a federal policy of assisting school districts financially burdened as a result of new or expanded federal activities. Public Law 81-874 authorizes financial assistance for maintenance and operation of schools to local education agencies. Public Law 81-815 authorizes federal financial assistance for constructing urgently needed minimum school facilities in school districts having substantial membership increases due to new or increased federal activities. Among the subsections of this law are those that authorize grants to construct minimum school facilities for children who reside on Indian lands, or in school districts where Indian lands constitute a substantial part of the school district. The sections of both laws that deal with disaster provisions are treated separately in this report. The bulk of this report is made up of statistical tables covering payments to, and current expenditures of, local education agencies and related information. (Author/MLF)

ED 119 322 EA 007 958

Releasing Test Scores: Educational Assessment Programs, How to Tell the Public.

National School Public Relations Association, Arlington, Va.

Pub Date 76

Note—67p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 411-13449, \$4.75, payment must accompany orders under \$8.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Educational Assessment, Elementary Secondary Education, Evaluation, *Information Dissemination, Planning, Principals, Public Relations, *School Community Relationship, State Programs, *Test Results

Prepared by four specialists who have personally dealt with educational assessment programs and communications in both state departments and local school districts, this guide takes the reader through the steps of getting the word out: analyzing goals and audience needs; planning activities and resources—human and financial; putting plans into action; and evaluating results. Included are examples of ideas, timeliness, surveys, news releases, and other practical, untested details. All levels of educational organization—state departments to local staff—should be involved in the dissemination process. Although state departments can offer strategic advice and encourage media support, it's the action of the local districts that most critically influences students, parents, taxpayers, and staff. Suggestions are included for briefing staff and media so they can reinforce, rather than undercut, the program's purpose. And, finally, how a specific school handles the facts and figures in its own report to parents and the community is examined in detail. (Author)

ED 119 323 EA 007 959

Quindry, Kenneth E. Currence, Mary G.

State and Local Revenue Potential, 1974.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—124p.; Not available in hard copy due to marginal legibility of original document

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Statistics, Fiscal Capacity, Statistical Data, *Tables (Data), *Tax Effort, *Taxes

This publication presents numerous statistical tables that summarize 1974 data on state and local tax effort for the 50 states and the District of Columbia. The tax effort performance for each state is measured for the 14 most productive state tax sources, and the differences in performance are computed for each state. State personal income is used as the common denominator for comparing tax effort in most tax categories. The basic statistical data on which the calculations are based were supplied by the United States Bureau of the Census. Altogether 49 tables present comparative data on actual and potential tax revenues on a state-by-state and regional basis; to facilitate year-to-year comparison of data, most of the tables are identical in format to the tables in "State and Local Revenue Potential, 1973." (JG)

ED 119 324 EA 007 960
Ross, Doris

'76 Update: Collective Bargaining in Education. A Legislator's Guide. Report No. 78. Education Commission of the States, Denver, Colo.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Report No.—R-78

Pub Date Jan 76

Note—54p.; For related document, see ED 102 736

Available from—Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Collective Bargaining, *Educational Legislation, Elementary Secondary Education, Employer Employee Relationship, Federal Legislation, Industrial Relations, *Labor Legislation, Post Secondary Education, *School Personnel, *State Legislation

This booklet presents a comprehensive summary of all state laws affecting collective bargaining for educational personnel that had been passed as of November 1975. Most of the booklet consists of an extensive chart that summarizes on a state-by-state basis the scope and provisions of all current collective bargaining laws affecting education. This is basically the same chart that appeared in the 1975 "Legislator's Guide to Collective Bargaining in Education," updated to reflect the changes that occurred during 1975. In addition to the main legislation chart, there is also a summary table that shows which states have collective bargaining laws covering different levels of education, a glossary of key terms used in the chart, and a summary of provisions of the federal National Labor Relations Act and the proposed National Public Employment Relations Act. (JG)

ED 119 325 EA 007 961
Bate, S. C. C.

Report on the Failure of Roof Beams at Sir John Cass's Foundation and Red Coat Church of England Secondary School, Stepney. Building Research Establishment Current Paper 58/74. Building Research Establishment, Watford (England).

Pub Date Jan 74

Note—18p.

Available from—Distribution Unit, Application Services Division, Building Research Establishment, Garston, Watford, WD2 7JR, England

Document Not Available from EDRS

Descriptors—*Architectural Research, Building Materials, Construction (Process), *Failure Factors, *Prestressed Concrete, Roofing, *School Buildings, Secondary Education, *Structural Building Systems, Technical Reports

Identifiers—England

Two beams forming part of the roof over the swimming pool at the school collapsed. The investigation showed that the cause of the failure was loss of strength due to conversion of high alumina cement concrete followed by sulphate attack leading to disruption of the concrete. The degree of conversion and loss of strength was greater than expected for the quality of concrete specified, and it was inferred that this may have been due to a combination of the following factors:

(1) the freewater/cement ratio may have exceeded the maximum of 0.4 aimed at in production; (2) the temperature during the first day after casting may have been excessive; and (3) the aggregate used, which contained the minerals feldspar and mica, had an accelerating effect on the rate of conversion and loss of strength. Details are given of the results of the tests carried out during the investigation. (Author)

ED 119 326 EA 007 962
Milbank, N. O.

A New Approach to Predicting the Thermal Environment in Buildings at the Early Design Stage. Building Research Establishment Current Paper 2/74.

Building Research Establishment, Watford (England).

Pub Date Jan 74

Note—8p.; Paper presented at the Models and Systems in Architecture and Building Conference (Cambridge University, September 10-14, 1973)

Available from—Distribution Unit, Application Services Division, Building Research Establishment, Garston, Watford, WD2 7JR, England

Document Not Available from EDRS

Descriptors—Air Conditioning, *Architectural Research, *Building Design, Computer Science, *Facility Requirements, Lighting, Models, *Prediction, Technical Reports, *Thermal Environment, Ventilation

Identifiers—England

The paper argues that existing computer programs for thermal predictions do not produce suitable information for architects, particularly at the early stages of design. It reviews the important building features that determine the thermal environment and the need for heating and cooling plant. Graphical design aids are proposed, with examples to show the summer conditions in naturally ventilated buildings. It is shown that it is not realistic to consider thermal conditions in isolation: the feasibility of achieving the desired natural ventilation rate and the use of artificial lighting are also important. Sample design aids are included for these aspects. (Author)

ED 119 327 EA 007 963
Petherbridge, P.

Limiting the Temperatures in Naturally Ventilated Buildings in Warm Climates. Building Research Establishment Current Paper 7/74.

Building Research Establishment, Watford (England).

Pub Date Feb 74

Note—22p.; Paper presented at the Symposium on Environmental Design for Tropical Climates (West Africa, September 1973)

Available from—Distribution Unit, Application Services Division, Building Research Establishment, Garston, Watford, WD2 7JR, England

Document Not Available from EDRS

Descriptors—*Architectural Research, Building Design, Building Materials, *Climatic Factors, Environmental Influences, *Facility Requirements, Geographic Location, Humidity, *Models, Physical Design Needs, Prediction, Roofing, Solar Radiation, Technical Reports, *Thermal Environment, Ventilation, Windows

Identifiers—England

Formulas used in the calculation of cooling loads and indoor temperatures are employed to demonstrate the influence of various building parameters—such as thermal transmittance (U-value), solar absorptivity, and thermal storage—on the indoor thermal environment. The analysis leads to guidance on ways of limiting temperatures in naturally ventilated buildings, particularly those in warm climates. An appendix gives the stages of the procedure for calculation of indoor temperature. Data sheets are provided to facilitate the calculation, those of solar intensity and outdoor air temperature being tentatively offered for both equatorial (humid) and tropical (arid) West African climates. (Author)

ED 119 328 EA 007 964
Miklos, E.

The Training of School Administrators and Supervisors.

Alberta Univ., Edmonton. Dept. of Educational Administration.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Higher Education and Training of Educational Personnel.

Pub Date May 74

Note—146p.; The 15 tables may reproduce poorly in hard copy due to small print size of the originals

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Administrative Organization, *Administrative Personnel, *Administrator Education, *Administrator Qualifications, Administrator Role, Administrator Selection, Bibliographies, Educational Administration, Higher Education

This study develops an overview of current practices, problems, and trends in the preparation of school administrators in various countries. Related aspects of preparation, such as administrator recruitment and selection, are also considered. Data for the study were gathered through examination of documentary materials related to the duties and training of educational administrators. Since no sampling procedures were used, generalizations presented in the report do not relate to a specified population of educational systems, and no inferences can be made about the relative distribution of specific practices. Following a brief introductory chapter, chapter 2 examines the organizational structure of educational systems in various countries. Chapter 3 outlines some categories of educational administrators, their major functions, and the distribution of personnel in selected educational systems. Chapter 4 discusses policies and practices governing the qualifications of administrative personnel. Chapter 5 examines approaches to the preservice and inservice training of administrators. Chapter 6 considers various issues related to the training of administrators, and chapter 7 presents a number of proposals and recommendations for future consideration. (Author/JG)

ED 119 329 EA 007 965

Beauchamp, George A. Conran, Patricia C. Longitudinal Study in Curriculum Engineering—VI.

Pub Date 23 Apr 76

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, Curriculum, *Curriculum Design, Curriculum Evaluation, Curriculum Planning, Educational Environment, Elementary Education, *Leadership, Longitudinal Studies, Mathematical Models, *Organizational Climate, Principals, Statistical Analysis, *Teacher Attitudes, Teacher Behavior, Teacher Motivation

This study was a sixth account of a longitudinal investigation of the effects of the operation of a curriculum engineering system in a school district. Specific objectives were to observe the effects of leadership, climate, and curriculum engineering on teacher attitudes and teacher performance in a curriculum system and on student achievement. A causal model and path analysis were used to demonstrate the effects of the research variable on each other and on student achievement. Where appropriate, the most recent data were compared with data from previous years and discussed in light of the longitudinal design of the study. (Author)

ED 119 330 EA 007 966

Conran, Patricia C. Beauchamp, George A. Relationships Among Leadership, Climate Teacher, and Student Variables in Curriculum Engineering.

Pub Date 23 Apr 76

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Curriculum, *Curriculum Design, Curriculum Evaluation, Curriculum Planning, Educational Environment, Elementary Education, Family Background, Intelligence Quotient, *Leadership, Longitudinal Studies, Mathematical Models, *Organizational Climate, Principals, Statistical Analysis, Teacher Attendance, *Teacher Attitudes, Teacher Behavior

The study, a seventh in a series of longitudinal studies, was an investigation of causal and other relationships among leadership, climate, teacher, and student variables in curriculum engineering. Quantitative measures included principals' leadership, organizational climate, teachers' attitudes, teachers' performance, and students' achievement. Additional teacher and student variables were used as control variables. A causal model

showing block-recursive and reciprocal relationships was used to demonstrate linkages among variables. The significance of regression coefficients and the proportion of variance accounted for in the effects supported the assumptions of causal relationships among the four classes of variables. (Author)

ED 119 331 EA 007 967

Burlingame, Martin
Downward Trends in Socio-Econ-Political Indicators and Incumbent Defeat.

Pub Date 21 Apr 76

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Board Candidates, *Elections, Elementary Secondary Education, *Prediction, *Socioeconomic Influences, *Socioeconomic Status

This paper explores the relationship between declining socioeconomic indicators and school board incumbent defeat. The exploration examines the total sample of 66 districts using groups created from increase or decrease in indicator variables and board member defeat in 1967, 1969, and 1971 board elections; examines two groups (of 44 districts and 22 districts) using new decision rules concerning incumbents not seeking reelection and 1971 elections only; and discusses the results of these analyses. An appendix lists the indicators considered. (Author/IRT)

ED 119 332 EA 007 968

Talmage, Harriet Ornstein, Allan C.
School Superintendents' Attitudes Toward Community Participation in and Control of Curriculum and Related School Management Issues.

Pub Date 22 Apr 76

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrator Attitudes, Advisory Committees, *Attitudes, Community Control, *Community Involvement, *Curriculum, Decision Making, Educational Finance, Elementary Secondary Education, Management, *Minority Groups, Personnel, *School Superintendents, Statistical Analysis

Superintendents' attitudes toward community participation in and control of curriculum issues in relation to the current demands for a broad base in school decision-making are examined. It is hypothesized that superintendents will differ in their attitudes on participation and control in four areas of school decision-making. Certain characteristics of the school system will influence these attitudes. The attitudes of superintendents in systems of 15,000 or over were obtained using a 40-item instrument. Statistically significant differences were observed between attitudes on community participation and community control and attitudinal differences associated with size of school system and school setting (city/suburban). (Author)

ED 119 333 EA 007 969

Mascaro, Francis G.
Early On-the-Job Socialization of First-Year Elementary School Principals.

Pub Date 20 Apr 76

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrator Attitudes, *Administrator Role, *Changing Attitudes, Elementary Education, Field Studies, *Models, *Principals, School Administration, Socialization

This paper presents the findings of a field study designed to develop a descriptive and explanatory model of the on-the-job socialization of first-year elementary school principals by examining changes in their initial perspective during their first year in the principalship. The theoretical model that emerged from the study indicates that first-year elementary school principals without previous experience as an elementary school vice principal or assistant principal generally come to the principalship with the expectation of being able to effect change by means of their personal involvement in the classroom. Several hypotheses developed from the study relate to the initial perspective of these first-year principals, the major

problematic situation they encounter, and the new perspective toward which they move during their first year. The study indicates that this change in perspective is effected primarily by the requirements of the job itself rather than by interaction with alter role occupants. (Author)

ED 119 334 EA 007 970

Geske, Terry G.
The Politics of Reforming School Finance in Wisconsin.

Pub Date 21 Apr 76

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Case Studies, Educational Finance, Elementary Secondary Education, Equalization Aid, *Finance Reform, Organizational Theories, *Policy Formation, *Political Influences, Politics, School Taxes, State Aid, *State Legislation

Identifiers—*Wisconsin

This paper is primarily concerned with identifying and explicating the environmental forces and political factors responsible for legislative enactment of major school finance changes in Wisconsin in 1973. Easton's political systems theory serves as a conceptual framework for the study. In addition, Lindblom's leadership model, Truman's interest group theory, and Wahlke's legislative role theory model are also used to focus on different aspects of the school finance policymaking process. System inputs responsible for the new finance formula are categorized as changes within the legislature's environment and changes within the legislature. Identified environmental inputs include citizen's demands for property tax relief, judicial pressures for school financing changes, and the state's revenue windfall. Major demand articulators include Wisconsin's governor, the Democratic party, and several organized groups within the state. Legislative inputs include the Democratic majority in the assembly and the Democratic majority on the joint finance committee. In conclusion, six hypotheses are formulated and discussed based on what actually occurred in Wisconsin. (Author/JG)

ED 119 335 95 EA 007 971

Hughes, Warren A.
Statistics of Local Public School Systems: Pupils and Staff, Fall 1971. Elementary and Secondary Education.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-76-146

Pub Date [75]

Note—278p.; Document not available in hard copy due to small type size of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Instructional Staff, *National Surveys, *School Personnel, *School Statistics, School Surveys, *School Systems, *Student Enrollment, Student Teacher Ratio, Tables (Data)

This publication is the fifth annual statistical report on pupils and staff members of local school systems throughout the United States. The data presented here were current as of fall 1971, and were collected from a representative sample of 2,551 local public school systems from all 50 states and the District of Columbia. Most of the information was drawn from records of the various state education agencies. Numerous data tables present statistics on such parameters as number of pupils enrolled at each instructional level, number of instructional and noninstructional staff members employed, and pupil-teacher ratios. One group of tables presents summary data for the entire United States and for each of four regions. Within each table, data are further broken into categories according to level of total pupil enrollment and metropolitan status. A second group of tables presents data individually for each local school system, with systems grouped by state and by total pupil enrollment. (JG)

ED 119 336 EA 007 973

A Plan for Competency-Based Training of Educational Administrators.
Minnesota Univ., St. Paul. Div. of Educational Administration.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date 1 Jul 74

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Administrator Education, *Doctoral Programs, *Educational Administration, Graduate Study, Higher Education, *Performance Based Education, *Program Descriptions

Identifiers—*Competencies

This report reviews the background of the development of the competency-based educational administration program at the University of Minnesota and presents the program along with reflections on the program's implications and recommendations for its continuing evolution. Included is an extensive list of the competencies on which the program is based. Appendixes present the competency program development plan, general information for students in educational administration, state certification requirements, faculty resources, course offerings, and the program advisory council members. (Author/IRT)

ED 119 337 EA 007 974

Rollins, Sidney P., Ed.

Teacher Negotiations and Solutions to Impasse.

Rhode Island Coll., Providence.

Pub Date 6 Dec 75

Note—29p.; Presentations at a conference sponsored by the Department of Administration and Curriculum and the Division of Educational Studies (Rhode Island College, Providence, December 6, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Arbitration, *Collective Bargaining, Elementary Secondary Education, *Labor Legislation, Labor Problems, *Negotiation Impasses, State Legislation, Teacher Militancy, Teachers, *Teacher Strikes

Identifiers—*Rhode Island

This document contains edited presentations given during a conference on teacher negotiations and solutions to impasse in Rhode Island. The principal speakers were Henry J. Nardone, chairman of the Elementary and Secondary Education Sub-Committee of the Board of Regents; Julius C. Michaelson, Attorney General for Rhode Island; and Dr. Peter Feuille, Assistant Professor of Organization and Human Resources at the State University of New York at Buffalo. Nardone discussed the Regents' ideas on impasse resolution, Michaelson discussed the current state legislation concerning teacher strikes and argued for the advantages of binding arbitration over strikes, and Dr. Feuille discussed a number of negotiation impasse resolution alternatives that are in use outside of Rhode Island. (IRT)

ED 119 338 EA 007 975

School and Community.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—147p.; A report based on presentations made to a conference (Slaughtam, United Kingdom, October 15-19, 1973)

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Alternative Schools, Community Development, Community Education, *Community Involvement, *Community Resources, Community Schools, *Comparative Education, *Cooperative Education, Elementary Secondary Education, Minority Groups, Political Issues, Program Descriptions, *School Community Relationship, Vocational Education

This book has its origins in an international conference organized by the Centre for Educational Research and Innovation and held in Slaughtam, England, in October 1973. The conference brought together an international group of practitioners, administrators, and theoreticians. The five presentations included in the book deal with community development, the use of community resources by the schools, the implications of alternative schools, the relations between the school and the place of work, and the consequences of participation. (Author/IRT)

ED 119 339 EA 007 976

Berte, Neal R., Ed.

Individualizing Education through Contract Learning.

Pub Date 75

Note—192p.

Available from—University of Alabama Press, Drawer 2877, University, Alabama 35486 (\$8.00)

Document Not Available from EDRS

Descriptors—Contracts, Educational Assessment, *Higher Education, *Individualized Instruction, *Individualized Programs, Learning, Objectives, *Performance Contracts, Program Descriptions, *Student Evaluation, Taxonomy

This volume considers both the philosophical bases and the practical realities of individualization through the analysis of various approaches to the contract learning process. The first section serves as an introduction to contracting. Chapter 1 develops the concept of contract learning and attempts to set it in perspective within the larger context of higher education. Chapter 2 discusses the goal development process in contract learning. Chapter 3 examines the evaluation of individualized programs with an emphasis on the diagnostic, flexible, learner-centered approaches to assessment that can be employed in contract learning. Part Two offers illustrations of the diversity involved in the contract learning movement. Chapters 4 through 8 present programs chosen for their diversity and quality. Chapter 9 takes a more theoretical approach in utilizing the concept of contract learning for "improvisational learning," particularly in the human service professions. The final chapter draws heavily on these previous case studies in providing a taxonomy of contract learning programs as well as a discussion of the strengths and problems of this approach to college education. (Author/IRT)

ED 119 340 EA 007 977

Enclosed Open Space. Applying Open Space Techniques to Self-Contained Classrooms.

District of Columbia Public Schools, Washington, D.C.; Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Aug 72

Note—53p.; Some drawings may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Classroom Environment, Classroom Furniture, Elementary Education, Equipment Storage, Flexible Classrooms, Flooring, Furniture Arrangement, Graphic Arts, Interior Design, *Interior Space, *Open Plan Schools, *School Improvement, School Space, Signs, Space Utilization, Spatial Relationship, *Traditional Schools

The physical environment has been the focal point of many recent innovative changes in educational facilities. Public acceptance of open space schools as a response to changing educational philosophies has generally been favorable. A problem, however, is not the planning and construction of new schools, but the modernization of existing ones. A major concern is treating the classrooms in such a way that they enhance and encourage an environment similar to that prevalent in open space schools. Suggestions are given in text and illustrations. (Author/MLF)

ED 119 341 EA 007 978

Davis, O. L., Jr., Ed.

Perspectives on Curriculum Development 1776-1976.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 76

Note—284p.; Photos may reproduce poorly

Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (\$9.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curriculum, *Curriculum Development, *Educational History, Elementary Secondary Education, *Yearbooks

The six major chapters of this book are deliberately couched as perspective, for they help the reader view historical facts in relationship to the past, present, and future. The authors' topic is curriculum development, centering on the opportunities for growth and development for all who are influenced or affected by the guidance of the school. These opportunities and activities are provided through the various forms and arrangements for instruction. That these supportive forms and arrangements for instruction have varied through the years of our independence as a nation is evident in the several contributions included here. Curriculum development, though relatively young as a science, has nevertheless shown much vitality in schools and schooling

since our founding. Even a casual look at the record shows that many curricular practices have been adopted and abandoned, readopted and reabandoned. A historical work such as this might help us keep from being swept off our feet by every "new" panacea. The major chapter titles are "Education for All: The Triumph of Professionalism," "Building Curriculum: Influences and Mechanisms," "Schooling and Control: Some Interpretations of the Changing Social Function of Curriculum," "Diversity and Conformity in American Curriculum," "Sisyphus Revisited," and "Sources for Curriculum History." (Author/IRT)

ED 119 342 EA 007 979

A Procedure for Strengthening Organizational Effectiveness.

Midwest Organization Development Network, Cleveland, Ohio.

Pub Date 74

Note—18p.

Available from—Midwest Organization Development Network, Suite 102, 6151 Wilson Mills Road, Cleveland, Ohio 44113 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Change Agents, *Change Strategies, *Consultation Programs, *Guidelines, *Organizational Change, *Organizational Development, Organizational Effectiveness, Program Descriptions

This booklet attempts to give a brief overview of the nature of organization development (OD). It describes the role of the professional organization development specialist, how he functions, and what he tries to do in the client system. It also describes the purposes of the Midwest Organization Development Network, a nonprofit association of OD professionals. Seven major assumptions about organizations are proposed, and a 12-step process for beginning OD programs in client systems is outlined. The booklet concludes with a review of the kinds of learning outcomes organizations may expect from OD programs. (Author)

ED 119 343 EA 007 980

Kohlmeier, Louis M.

Conflicts of Interest: State and Local Pension Fund Asset Management.

Twentieth Century Fund, New York, N.Y.

Pub Date 76

Note—69p.; Report to the Twentieth Century Fund Steering Committee on conflicts of interest in the securities market

Available from—Twentieth Century Fund, 41 East 70th Street, New York, New York 10021 (Individual copies free of charge; 2-25 copies, \$1.00 each; 26-50 copies, \$0.80; 50-100 copies, \$0.60; over 100 copies, \$0.50)

Document Not Available from EDRS

Descriptors—Ethics, *Financial Services, Investment, *Money Management, *Retirement, *Role Conflict, Trustees, *Trusts (Financial) Identifiers—Conflict of Interest, *Public Pension Funds, Social Security

This booklet is part of a series of monographs focusing on conflicts of interest in different sectors of the financial industry. This particular study examines a number of conflict-of-interest problems related to the management of public pension funds. In his discussion, the author analyzes a variety of related problems, such as the selection of investment managers and the pressure to allocate brokerage commissions and custodian services to local firms. Separate short chapters discuss the management of public pension fund investments, the role of public pension fund trustees, preference for local interests in managing and investing pension funds, investment of pension funds in common stocks and selection of securities brokers and analysts, investment of pension funds in fixed-income securities, and future prospects for the Social Security system. (JG)

ED 119 344 EA 007 983

Tips for the PR Chairman for Education Associations. PR Bookshelf No. 2.

National Education Association, Washington, D.C.

Pub Date 69

Note—30p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 391-12022)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, *Guidelines, *Organizational Communication, Program Development, Program Planning, Public Opinion, *Public Relations, School Community Relationship, *Teacher Associations

This booklet is intended to aid leaders of local education associations in developing a continuing public relations (PR) program aimed at establishing and maintaining a favorable public image for teachers. Although it offers useful guidelines for developing a PR program, the booklet does not contain lists of specific things to do. Instead, it focuses primarily on the philosophy and activities that form the basis of a PR program appropriate for teacher associations. In a series of short sections, it discusses the need for a PR program and its potential benefits, formation of a PR committee, analysis of the group's PR needs, planning a PR program, communicating with the public, and evaluating the impact of a PR program. (JG)

ED 119 345 EA 007 984

The School Administrator's Publicity Handbook, with 74 Story Ideas in Handy Checklist Format. Internal and External PR for Maximum Media Exposure and an Orderly System for Setting Up the Program. Operations Notebook 5.

Association of California School Administrators.

Pub Date Sep 73

Note—33p.

Available from—Association of California School Administrators, P.O. Box 4361, Burlingame, California 94010 (\$4.00)

Journal Cit—Association of California School Administrators; vln5 Sep 1973

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrator Guides, Elementary Secondary Education, *Organizational Communication, Press Opinion, Program Development, *Publicize, Public Opinion, *Public Relations, *School Districts

This booklet presents brief, detailed guidelines intended to aid school administrators in developing and managing a publicity program for schools. Primary emphasis of the discussion is on generating publicity and media exposure; only cursory attention is devoted to the other facets of a complete public relations program. Major topics of discussion include planning and developing a publicity program, preparing newsletters and press releases, planning press conferences and preparing press kits, and maintaining a good working relationship with the news media. In addition, the final section presents 74 story ideas for generating publicity about school events, personnel, and programs. (JG)

ED 119 346 EA 007 985

Wolfe, A. E.

Open Systems Approach—Can It Work for Public School Organizations?

Pub Date [75]

Note—18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Change Strategies, Educational Change, *Educational Development, Educational Finance, Organization, *Organizational Change, *Organizational Effectiveness, *School Administration, Social Systems, Systems Analysis, *Systems Approach

The problem of public school education in today's environment is presented, and a case is made for restructuring public school organizations and/or management processes along the pattern of an open systems approach. The closed system of operating allows externalities to impact on it, and there is a continuing emphasis on reacting. With the benefit of modern technologies in communications, science, educational techniques, and data processing, the closed operational system can move to an open sociotechnical system that allows for more responsiveness to externalities and changes from a reactive to an active planning mode. (Author/MLF)

ED 119 347 EA 007 986

Wolfe, A. E.

Introducing a Technological Change in a Public School Organization.

Pub Date [76]

Note—15p.; Not available in hard copy due to marginal legibility of original document; A related document is EA 007 987

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Computer Science, *Data Bases, *Educational Technology, Feasibility Studies, *Information Systems, Interpersonal Relationship, Operations Research, Organizational Change, *School Administration, School Environment

A segment of a longitudinal study of the changing management philosophy of a public school organization involves the introduction of a new technology—the use of an integrated information system—in an environment that was to have been prepared for change. The administrators and staff of the organization had participated in a feasibility study that was developed and conducted to prepare the subsets of the organization for the change. The purpose and objective of the study was to review all the operational systems of the school district and to evaluate the feasibility of utilizing computer capability to improve the efficiency and effectiveness of these operational systems. Background material is presented, then the observations of actions and reactions of individuals and groups of individuals are reviewed. At the conclusion of the paper there is a summary of reactions and an evaluation of interpersonal relations. (Author/MLF)

ED 119 348

EA 007 987

Wolfe, A. E.

Improving Educational Administrative Decisions.
Pub Date 9 Dec 75

Note—16p.; A related document is EA 007 986

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrative Principles, *Change Strategies, Decision Making, *Decision Making Skills, *Educational Administration, Evaluation Criteria, Literature Reviews, Organizational Change, *Problem Solving

Identifiers—*Administrative Value Skills

This paper discusses the financial crisis facing public education in the United States today and argues that the most effective response to this crisis is to improve the decision-making skills of educational administrators. Based on a review of the literature on administrative decision-making and organizational change, the author examines several alternative approaches and recommends a developmental procedure that will result in improved administrative value skills. In his discussion, the author identifies specific administrative value skills that may be used as criteria for measuring the degree of improvement in decision-making by educational administrators. (JG)

ED 119 349

EA 007 988

McGowan, Francis, II

Collective Negotiations and the Subsequent Plight of the School Principal.

Pub Date 76

Note—23p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Role, *Collective Negotiation, Conflict Resolution, Elementary Secondary Education, Instructional Programs, Literature Reviews, *Principals, Role Conflict, Systems Approach, *Teacher Administrator Relationship, Teacher Associations, Teacher Militancy

Identifiers—Synergy

A synergistic approach to the principalship can ultimately benefit all parties involved in collective negotiations. The utilization of synergy (the cooperative interaction of the various elements of a system) can allow the principal to fulfill many functions instead of confining himself to a strictly defined (and, hence, restricted) role. He can function, for example, as change agent and as systems analyst, helping to smooth the negotiations process without abdicating his responsibility to his teachers and to quality education for his students. The role conflict experienced by the principal comes to the fore when instructional matters, such as class size, are issues for negotiation. The principal must mediate between his authority in such matters and teachers associations' desire for more decision-making power. Both teachers and the principal share the desire for improved instruction. This mutually held goal should take precedence over fragmented special interests. By regarding the negotiations process from the perspective of systems theory and synergy, the principal can transcend the adversarial

relationship between teachers and administration, thus alleviating conflict. (DS)

ED 119 350

EA 007 989

Jennings, Robert E.

Comparative Intergovernmental Relations in Educational Policy-Making in American States and in England.

Pub Date Feb 76

Note—22p.; Speech given before the Annual Meeting of the Comparative and International Education Society (20th, Toronto, Ontario, February 25-27, 1976); Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Change Strategies, Comparative Education, Decentralization, Decision Making, *Educational Change, Educational Legislation, *Educational Policy, Government Role, International Education, *Policy Formation, *Political Power, School Community Relationship, *School District Autonomy, State Legislation, Teacher Associations, Teacher Militancy

Identifiers—England, New York (New York)

Studies on both sides of the Atlantic reveal that the processes by which educational policy is made is highly political. In the 1960's education seemed particularly vulnerable to a realignment of forces because it has traditionally had some elements of localism and a degree of separateness as a governmental service based on the nature of its clientele, children, and the indirectness of its results. Two studies of the responses of political parties to realigning forces and the impact on intergovernmental relationships are summarized. The first is about the decentralization of New York City schools and the role of state government. The second is about the changing role of the English local authority and control of education. (Author/MLF)

ED 119 351

EA 007 990

Blaustein, M. Lee

Planning for an Enrollment Drop!

Pub Date Feb 76

Note—4p.; Speech given before the Annual Meeting of the National Association of Secondary School Principals (60th, Washington, D.C., February 13-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Guides, Administrator Role, Budgeting, *Change Strategies, *Educational Administration, Educational Objectives, *Educational Planning, Elementary Secondary Education, *Enrollment Trends, Student Enrollment

Identifiers—*Declining Enrollment

Faced with the prospect of declining school enrollment, educational administrators must take stock of the situation and outline plans for improving the quality of education in a period of reduced enrollment and possibly reduced state aid to local school districts. Planning principles that can help administrators in this task include the following: (1) be pragmatic and don't do all the planning alone; (2) establish a steering committee; (3) set a time line; (4) delegate tasks in a specific way; (5) establish a basic philosophy of quality education that will present long-range and short-range goals; (6) hold preliminary evening kaffee klatches; and (7) publish your accumulated guidelines and hold briefing sessions for everyone involved. Additional hints that can help get the job done include: (1) plan budget cuts each year on a descending basis; (2) consolidate and tighten programs while you have the time; (3) commit yourself to specific high-priority programs; (4) consolidate teacher needs gradually each year; (5) evaluate the value of all tasks and programs; (6) involve staff in all aspects of planning; (7) establish a planning priority for budget cuts; (8) search out innovative and valuable organizational patterns; and (9) create an opportunity for teachers to participate in the program evaluation process. (Author/JG)

ED 119 352

EA 007 991

Mannos, Nicholas T.

Items That Are a Source of Trouble.

Pub Date Feb 76

Note—10p.; Speech given before the Annual Meeting of the National Association of Secondary School Principals (60th, Washington, D.C., February 13-18, 1976); Not available in hard copy due to marginal legibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Guides, *Collective Bargaining, Collective Negotiation, *Contracts, Educational Administration, Elementary Secondary Education, Industrial Relations, *Teacher Administrator Relationship, *Teacher Employment, Teacher Militancy

This paper discusses the topic of teacher contract negotiations from the perspective of the school administrator, offering a variety of general and specific suggestions intended to help administrators avoid potential pitfalls in contract negotiation and implementation. The first half of the paper presents some general comments on the contract negotiation process and briefly describes the experience of the Niles Township (Illinois) Schools with collective bargaining. The second half of the paper lists 22 potential contract items, briefly discussing ways that school administrators should approach each item in order to avoid future negotiation problems and maintain effective administrative control of the schools. (JG)

ED 119 353

EA 007 992

Fotinos, Tom

Napa High School Attendance Policy. An Experiment to Reduce Unnecessary School Absences.

Pub Date 15 Sep 75

Note—13p.; Not available in hard copy due to marginal quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Attendance, Attendance Patterns, Attendance Records, *Experimental Programs, Parent School Relationship, *Program Descriptions, Records (Forms), *School Policy, *Secondary Education, Truancy

Identifiers—California (Napa)

This publication discusses the increasing problem of student absenteeism and describes an experimental school attendance policy that was implemented at Napa (California) High School in 1975. The policy designates a maximum of 12 absences per semester as the maximum allowable for each student under normal circumstances; after 13 absences from any class, students risk forfeiture of credit and can be dropped from class enrollment. The policy also provides that after a student's fourth, eighth, and twelfth absences from any class, his parents will be sent a written form indicating the dates of the student's absences. During the first year under the new attendance policy, absenteeism at Napa High School was reduced approximately 50 percent, from an average of 8 to 10 percent for 1972-74 to 4.5 percent for 1975. A complete copy of the Napa High attendance policy and a sample of the parent's notification form are included. (JG)

ED 119 354

EA 007 993

Kincaid, Wayne H.

Constructing Different Salary Schedules for Administrators.

Pub Date Feb 76

Note—13p.; Speech given before the Annual Meeting of the National Association of Secondary School Principals (60th, Washington, D.C., February 13-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrative Personnel, Educational Administration, Educational Finance, Elementary Secondary Education, Employer Employee Relationship, Personnel Policy, *Salaries, *Salary Differentials, *School Districts

Although many wage theories have been proposed to explain the process whereby some agreement is reached about who is to receive what salary, none seems adequate to explain all wages in general. Even indepth studies attempting to establish a ranking of jobs for compensation purposes have not found general acceptance by school systems. Instead, a school corporation is more likely to study the salary structure of other similar corporations and make comparisons and adjustments on this basis. Such studies usually result in the establishment of a base salary, which then may be adjusted by factors relating to experience, size of school, level of education, and responsibility. Organizations of local school administrators have a role to play, but this role should be determined by professional people acting in a professional way. (Author)

ED 119 355

EA 007 994

Slusher, Tarry G. Cutting, Guy D.

Systematic Problem Solving and Decision Making. A Handbook for Teachers, Supervisors and Administrators.

Pub Date [75]

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrative Principles, Change Strategies, *Decision Making, Educational Administration, *Educational Planning, Elementary Secondary Education, *Guidelines, Organizational Change, *Problem Solving

This publication is intended to aid practicing educators in reviewing and utilizing current principles of problem-solving and decision-making. The booklet is organized in five short sections that briefly discuss different aspects of organizational problem-solving and outline suggested steps to guide educators in applying problem-solving techniques to educational situations. These sections focus in turn on analysis of job priorities and objectives, decision-making as related to learning designs, problem analysis, potential problem analysis, and implementation of educational plans. (JG)

ED 119 356

EA 007 995

Rollins, Sidney P.

Requirements for Requesting Approval for Local School Construction: Regulations for Local School Districts.

Rhode Island State Dept. of Education, Providence.

Pub Date [75]

Note—11p.; Not available in hard copy due to color of the paper of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Specifications, Facility Requirements, Governing Boards, *Records (Forms), *School Construction, *School Design, *Standards, State Legislation

Identifiers—Rhode Island

Under legislation passed at the January 1973 Session of the Rhode Island State Legislature, the Board of Regents has, as one of its specific functions, the determination of the necessity of school construction and the approval of standards for design and construction of school building throughout the state. The procedures contained in this pamphlet must be followed in order to have a proposal for school construction considered for approval by the Commissioner of Education and the Board of Regents. (Author/MLF)

ED 119 357

EA 007 996

Suprina, Richard N.

The Changing Twelfth Grade.

Pub Date Feb 76

Note—12p.; Speech given before the Annual Meeting of the National Association of Secondary School Principals (60th, Washington, D.C., February 13-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Advanced Placement Programs, *College Bound Students, *College Credits, *College High School Cooperation, Dual Enrollment, *Educational Alternatives, Grade 12, Independent Study, Secondary Education, Work Study Programs

Identifiers—Hauppauge High School, New York (Hauppauge)

Hauppauge High School has a number of alternatives to educate and motivate seniors. Among these are minicourses in business, industrial arts, and home economics; elective courses; half-day enrollment at the area vocational and technical school; after-school driver education; early graduation programs; work-study programs; and independent study and independent career development programs. The most successful senior innovation is the dual credit high school-college level articulation program that offers over 60 college credits at the high school. The development of this option for seniors is described. In the 1975-76 school year, approximately 300 students are attempting to earn three or more college credits. This college credit program saves parents almost \$100,000 and aids the intellectual and personal growth of the participating students. (Author/MLF)

ED 119 358

EA 007 998

Widmer, Jeanne L.

What Makes Innovation Work in Massachusetts? A Study of ESEA Title III. Publication 8275.

Massachusetts State Dept. of Education, Boston. Report No.—Pub-8275

Pub Date Aug 75

Note—147p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adoption (Ideas), *Change Strategies, Diffusion, Educational Change, *Educational Innovation, Elementary Secondary Education, Experimental Programs, *Federal Programs, *State Surveys

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Massachusetts

This study examines a representative sample of innovative projects funded under Title III of the Elementary and Secondary Education Act in an effort to identify some of the factors that contribute to constructive change in the schools. In particular, the study investigates local takeover of Title III programs and attempts to determine why some programs are absorbed by local school systems, while other Title III programs are not. By examining how adopted and nonadopted innovative programs differ in their development, organization, dissemination, local leadership, and state support, the study identifies particular strategies, roles, and procedures that aid or hinder the adoption of educational innovations. Data for the study were gathered from a stratified random sample of 12 of the 38 Title III programs funded in Massachusetts for the three-year period 1971-74. (Author/JG)

ED 119 359

EA 007 999

Conn, B. H.

What It Takes to Make It Work. Presentation for Year Round School.

Pub Date Feb 76

Note—5p.; Speech presented at the Annual Meeting of the National Association of Secondary School Principals (60th, Washington, D.C., February 13-18, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrator Guides, Educational Administration, Educational Finance, Educational Innovation, *Experimental Programs, *Extended School Year, *Program Descriptions, *Program Development, School Calendars, Secondary Education, Year Round Schools

Identifiers—Michigan

This paper describes an extended school year (ESY) project that was developed and implemented cooperatively by three Michigan school districts and offers comments and suggestions for school administrators considering adoption of such a program. In the Michigan ESY project, the normal school year was divided into four terms of nine weeks each, and a fifth nine-week term was added during the summer months. Because the primary purpose of the project was to provide improved educational experiences and increased program options for students, rather than to save money, students were allowed to choose which terms to attend. Based on three years of experience with the Michigan project, the author discusses the task of developing and operating a year-round school program and presents numerous recommendations for funding, staffing, administering, and integrating an ESY program into a school district's overall educational program. (JG)

ED 119 360

EA 008 000

Teacher Retirement Systems. A Summary of the 1975 Legal Provisions for Retirement Systems to Which Teachers Belong.

National Education Association, Washington, D.C.

Pub Date Feb 76

Note—152p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1359-X-00, \$6.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Finance, Elementary Secondary Education, Financial Policy, Fringe Benefits, *Program Descriptions, *Public School Teachers, Retirement, *State Legislation, Teacher Employment, *Teacher Retirement, *Teacher Welfare

This publication is a compilation of summaries of the major legal provisions of state and local retirement systems to which public school teachers belong. The individual summaries were prepared by state and local retirement administrators in accordance with a topical and explanatory outline developed by the National Council on Teacher Retirement. The summaries describe

the major provisions of the laws under which the retirement systems operate and give information on financing, administration, social security coverage, examples of retirement benefits paid, and selected statistical data. Although an effort was made to present the data in consistent form, some respondents described the provisions of their system more fully than others. Therefore, readers who wish to compare provisions beyond the general statements provided in the summaries should consult the statutes governing each system. Altogether, summaries are included for 44 state retirement systems and 11 local systems. (Author/JG)

ED 119 361

EA 008 001

Fredrickson, John H.

The Rationale behind Open Space Education.

Pub Date 12 Feb 76

Note—10p.; Speech presented at the Annual Guidance Meeting of the University of Wisconsin (25th, Stout, Wisconsin, February 12, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adolescents, *Educational Alternatives, *Educational Innovation, Educational Programs, Flexible Facilities, High School Design, High School Students, *Open Education, *Open Plan Schools, *Relevance (Education), Secondary Education

While youth and the world have changed greatly, most high schools have changed only slightly. School programs and settings can be opened, individualized, and dispersed, but still provide a sense of community, by adopting open education and open space. Perhaps the best known example of open education is Chicago's Metro High School: the city is its curriculum; the community is its learning laboratory; and its lesson is freedom, choice, and responsibility. Open space schools are designed to allow evolution in educational philosophy and to accommodate the vast variety of instruction relevant to present and future world conditions. However, teachers and principals must begin to consider open space in terms of the potential manipulation of many subspaces, a manipulation directed by innovative learning activities. Flexible design alone cannot guarantee flexible use. (Author/MLF)

ED 119 362

95

EA 008 002

Pemberton, S. MacPherson

The National Institute of Education: A Brief Historical Overview.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Agencies, *Educational History, *Educational Research, Federal Aid, *Federal Legislation, *Government (Administrative Body), Institutional Role, Research and Development Centers

Identifiers—National Institute of Education, NIE, NIE Archives

The change in the role and responsibility of the federal government in education and educational research is traced from the creation of the Office of Education (OE) in 1867 to the National Institute of Education (NIE) in 1972. Developments discussed include the task forces of the 1960's and their recommendations, the national program of educational laboratories, regional research and development centers, and various branches of OE and their functions. The conception of NIE is followed through its evolution, objectives, budget, organizational structure, legislative enactment, and first year of operation. NIE activities summarized are (1) the development of new initiatives, including a field-initiated studies program; (2) the development of organizational structures and the hiring of qualified staff; (3) research and exploratory studies, including the continuation of 16 Educational Resources Information Centers (ERIC); and (4) international efforts. (MLF)

ED 119 363

88

EA 008 003

Project PRIMES: Progress Research in Meeting Elementary Standards. Project Termination Report.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education,

Columbus. Div. of Research, Planning, and Evaluation.

Pub Date 31 Oct 75

Note—46p.; Related documents are ED 099 193 and ED 110 470-474

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Educational Assessment, *Elementary Education, *Evaluation, *Evaluation Methods, Models, Needs Assessment, Objectives, Parochial Schools, Performance, Principals, Program Evaluation, State Legislation, *State Standards

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Ohio (Columbus), *Project PRIMES

The purpose of Project PRIMES (progress research in meeting elementary standards) is three-fold: to design and test a model for evaluating elementary schools by state standards, to develop a set of evaluation instruments, and to aid teachers and administrators in the application and interpretation of evaluation procedures. The project's major objectives were to provide training assistance to schools by means of a field service unit, to establish a Building Evaluation Committee in each elementary school, to develop and pilot evaluation instruments to assess all nine areas of the state standards, and to document changes in attitudes toward and knowledge of evaluation procedures on the part of project participants. The evaluation strategy had three phases: documentation of all field activities as well as participating schools' followup activities, pre- and posttesting of teachers and principals as to knowledge of and attitudes toward evaluation, and external evaluation through the Auditing and Advisory Committee as to feasibility of implementing the model, instruments, and procedures on a statewide basis. A survey of affected principals found a highly positive response to the project's goals and objectives, direct services, type of evaluation plan, and evaluation instrument. (Author/IRT)

ED 119 364 80 EA 008 004

Assessing and Improving Communications About School Programs and Services. A Handbook for the Professional Staff.

Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Communication (Thought Transfer), *Educational Assessment, Elementary Secondary Education, Groups, *Information Dissemination, Meetings, *Needs Assessment, *Organizational Communication, Publicize, Public Relations, Questionnaires, *School Community Relationship

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Ohio (Columbus)

This booklet is intended to serve as a practical source of assistance to school staffs that are interested in improving the flow of information about school programs and services to parents and pupils. Specifically, it is designed to help school personnel assess school programs and services, communicate information about these programs and services, and encourage people to work together. The first part of the booklet outlines the eight steps in conducting a needs assessment, with special attention given to conducting a needs assessment in school-community communications. The second and third parts of the handbook provide information that can help improve the school-community communication effort, particularly at the individual school building level. The second part focuses on using the printed and spoken word to communicate information to various groups. Suggestions are given on how to use the media and the services of the school system's communication specialists. The third part helps to complete the process by giving suggestions on how to communicate effectively in face-to-face situations and how to obtain feedback from various groups. (Author/IRT)

ED 119 365 80 EA 008 005

Community Involvement. Providing Program Information for Improving Educational Decisions. Comprehensive Educational Planning and Evaluation Project.

Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Community Involvement, Educational Planning, Elementary Secondary Education, Information Systems, Inservice Programs, *Models, *Needs Assessment, Parent Participation, *Program Descriptions, *School Community Programs, Student Participation

Identifiers—*Elementary Secondary Education Act Title V, ESEA Title V, Ohio (Columbus)

This publication discusses the Comprehensive Educational Planning and Evaluation Project, a one-year effort by the Columbus (Ohio) Public Schools to develop an effective model for involving parents, students, community members, and school personnel in planning and evaluation of the school district's activities. This effort involved conducting a needs assessment to determine the information needs of parents and students, developing an effective information system for the school district, and developing and conducting an inservice program for personnel in the district's Department of Evaluation, Research, and Planning. In addition to describing each of these activities, this report also provides information regarding major project findings and the various products developed by the project. (Author/JG)

ED 119 366 EA 008 006

A Review and Comment on Three Recent Studies of Connecticut School Finance.

Pub Date 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Assessed Valuation, Court Litigation, *Educational Finance, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Finance Reform, *Property Taxes, State Aid, State Programs, Tax Effort, Tax Rates

Identifiers—Connecticut, Fiscal Neutrality

The purpose of this paper is to provide some background to the school finance problem in Connecticut, to digest parts of three financial reports, and to provide a framework for further discussion. The reports were sponsored by the Connecticut Education Association, the Governor's Commission on Tax Reform, and the Education Finance Study Commission of the Connecticut State Legislature. Each group studied the problem for many months, issued its report, and then awaited governmental action. The findings, conclusions, and recommendations of each study were very similar. No action has yet been taken. Two concepts supply the background to the discussion: equal educational opportunity and fiscal neutrality. The concept of equal educational opportunity, though always fuzzy, is the concept of educators and implies that more money be spent on children with special needs. Fiscal neutrality, the standard of lawyers, would guarantee to every town the same number of dollars per pupil for any school mill rate that town chose to levy. It is judicially manageable and does not destroy the concept of local financial control; however, it addresses itself strictly to finance problems and not to educational problems. Each of the three studies mentioned proposes something like the fiscal neutrality plan. (Author/IRT)

ED 119 367 EA 008 007

What Should We Do with Our Senior Year? A Report of the 1974-75 Commissioner's Student Advisory Committee.

New York State Education Dept., Albany. Div. of General Education.

Pub Date [75]

Note—35p.; Prepared by the Student Affairs Task Force

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Advisory Committees, College High School Cooperation, Colleges, Cooperative Education, Early Admission, *Educational Alternatives, *Graduation Requirements, Independent Study, *Program Descriptions, Senior High Schools, *Seniors, *Student Behavior, Student Opinion, Universities, Work Experience Programs

Identifiers—New York

This is the final report of the 1974-75 Student Advisory Committee's study of the senior year of

high school. The committee's solutions to "senioritis" focus on three areas: the school, the school and the community, and the school and colleges. The school itself can take certain steps to improve the senior year such as providing independent study, student-managed courses, early graduation, and varied courses. Within the community, work-study programs, student intern programs, and student volunteer programs can be provided. Schools and colleges can work together to provide early admission, advanced placement, and credit for college courses. The committee recommends maintenance of the senior year, maintenance of current high school diploma requirements, focus on optional programs, articulation of high school and postsecondary education, the sharing of course evaluation and planning with students, and the encouragement of equal opportunity for non-college-bound students. Appendix A provides an extensive list of sample programs for enriching the senior year. (Author/IRT)

ED 119 368 EA 008 008

Burton, Phyllis A.

The Role of Women in School Administration Workshop.

Pub Date May 75

Note—20p.; Project submitted in partial fulfillment of the Plan B requirements for the degree of Master of Arts

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrative Personnel, *Affirmative Action, Board of Education Policy, Change Strategies, Equal Opportunities (Jobs), *Females, Feminism, *School Administration, *Sex Discrimination, Sex Role, Sex Stereotypes, State Departments of Education, Workshops

Since the emergence of affirmative action and women's liberation, educators have been confronted with the disproportionately small number of women in school administrative positions. The task of the workshop reported in this paper was to enable men and women school administrators in the central Michigan area to convene and express their views on this topic, relate the issues to their particular district, and offer strategies for increasing the number of women in school administration. (Author/MLF)

ED 119 369 EA 008 009

Green, Jack N., Ed.

National Conference on Campus Safety (22nd, The University of Calgary, Alberta, Canada, July 6-10, 1975). Safety Monographs for Schools and Colleges No. 35.

National Safety Council, Chicago, Ill. Campus Safety Association.

Pub Date 75

Note—126p.; Photos may reproduce poorly Available from—Order Department, National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611 (Stock No. 429.50-35, \$5.00, quantity discounts, payment must accompany orders for \$5.00 or less)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Accident Prevention, Audiovisual Aids, Campuses, Conference Reports, Environmental Influences, Facility Requirements, *Fire Protection, Higher Education, *Safety, *Safety Education, *Safety Equipment, Science Laboratories, Training Techniques, Waste Disposal

Identifiers—High Rise Buildings, Industrial Hygienists

The objective of the Campus Safety Association is to promote safety on college and university campuses by the exchange of information on prevention of accidents to faculty, staff, and students. The annual conference, of several days duration, is a combination of education, training, and discussion of specific problems. This monograph contains the proceedings of the July 1975 conference. Fourteen papers cover such subjects as materials, services, and training techniques for safety educational; fire safety measures, especially in high rise buildings; alarm and communication systems; a chemical waste disposal facility; and safety programs. The publication also contains the titles and availability of other safety monographs, a roster of participants at the conference, and a list of universities and colleges represented. (Author/MLF)

ED 119 370 EA 008 010

Green, Jack N., Ed.

National Conference for College and University Safety Educators Association (First, Central Missouri State University, Warrensburg, August 16-17, 1975). Safety Monographs for Schools and Colleges No. 36.

National Safety Council, Chicago, Ill. Coll. and Univ. Safety Centers Div.

Pub Date 75

Note—54p.; Photos may reproduce poorly Available from—Order Department, National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611 (Stock No. 429.50-36, \$5.00, quantity discounts, payment must accompany orders for \$5.00 or less)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Accident Prevention, College Programs, Conference Reports, Elementary Secondary Education, Federal Legislation, *Guidelines, Higher Education, Personnel Needs, *Program Descriptions, *Safety Education, *School Safety

Identifiers—*Occupational Safety and Health Act, OSHA

This publication is a compilation of five papers that were originally presented at the 1975 National Conference of the College and University Safety Educators Association. Most of the booklet consists of the text of these papers; also included are a copy of the conference agenda and a complete roster of conference participants. The five papers presented at the conference include the following: "OSHA's Relationship to Higher Education," by Raymond C. Hall; "Safety Education: What Is It? Where Do We Go From Here?" by Kenneth F. Licht; "Safety Education: What Is It? Where Do We Go From Here?" by Dale O. Ritzel; "Role of the Safety Generalist: An Educational Solution," by Ted Ferry; and "A Safety Program in the Urban School Setting, 1975," by Larry Bates. (JG)

ED 119 371

EA 008 011

David, Miriam E.

School Rule. A Case Study of Participation in Budgeting in America.

Pub Date 75

Note—152p.

Available from—Ballinger Publishing Company, Harvard Square, 17 Dunster Street, Cambridge, Massachusetts 02138 (\$11.50)

Document Not Available from EDRS

Descriptors—Boards of Education, *Budgets, Case Studies, Collective Bargaining, *Community Control, *Community Involvement, Decision Making, Educational Change, *Educational Economics, Elementary Secondary Education, Organization, Political Influences, School Superintendents, Teacher Salaries

Identifiers—*Massachusetts

This book focuses on the question of how citizen participation affects the making of the school budget, the crucial controlling instrument of modern bureaucratic organizations. The four communities studied differed in size, social and economic characteristics, and form of government. Chapter 1 introduces the topic and begins the discussion of the organization of education and the role of professional control. Chapter 2 presents the design of the study. Chapter 3 gives the salient characteristics—social, political, and budgetary—of the four districts. Chapter 4 presents an analysis of preparations of the operating budget. Chapter 5 characterizes the school committees' deliberations on the operating budget as a reaction to the professional educators. Chapter 6 extends the analysis to the involvement of the community. Chapter 7 evaluates salary negotiations in terms of citizen or professional control, particularly that of occupation groups within the education profession. Chapter 8 discusses whether particular forms of government machinery have an impact on lay, or representative, citizen participation in the budget and on specific kinds of decisions. Chapter 9 summarizes and draws conclusions and implications. The author finds that citizen participation is more an illusion than a reality. (Author/IRT)

ED 119 372

95

EA 008 012

Simon, Kenneth A. Frankel, Martin M.

Projections of Education Statistics to 1984-85.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-210

Pub Date 76

Note—177p.; A related document is ED 105 590; Not available in hard copy due to type size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—College Faculty, College Graduates, *Elementary Secondary Education, Expenditures, Fees, *Higher Education, High School Graduates, *National Surveys, *Prediction, *School Statistics, Student Enrollment, Tables (Data), Teachers

This publication contains statistics and projections for elementary and secondary schools and institutions of higher education in the United States, based on data compiled by the National Center for Education Statistics. Included are a variety of tables presenting enrollment, teacher, graduate, and expenditure data for the years 1964-75 and projections for the years 1975-85. Chapter 1 offers a brief introduction to the volume and presents several summary tables of data and projections for the period 1964-85. Chapter 2 includes tables on enrollment in elementary and secondary schools and institutions of higher education. Chapter 3 includes tables on numbers of high school graduates and on degrees granted by institutions of higher education. Chapter 4 includes tables on elementary and secondary teachers and on faculty members of institutions of higher education. Chapter 5 includes tables on expenditures for elementary and secondary schools and institutions of higher education. Chapter 6 includes tables on student charges by institutions of higher education. In each chapter, the tables are preceded by detailed explanations of inclusions, exclusions, and descriptions of data and projection methods. (Author/JG)

ED 119 373

EA 008 013

Carpenter-Huffman, P. And Others

Change in Education. Insights from Performance Contracting. A Rand Education Policy Study.

Pub Date 74

Note—179p.

Available from—Ballinger Publishing Company, Harvard Square, 17 Dunster Street, Cambridge, Massachusetts 02138 (\$13.50)

Document Not Available from EDRS

Descriptors—Change Strategies, Diffusion, *Educational Change, Educational Innovation, Elementary Secondary Education, *Experimental Programs, Federal Programs, *Performance Contracts, *Program Descriptions

Identifiers—OEO, Office of Economic Opportunity

This book examines the process of change in American public education, focusing in particular on various experiments in performance contracting that were conducted between 1969 and 1973. Chapter 1 briefly reviews the process of change in education and describes the performance contracting concept and the ways its advocates expected it to overcome major barriers to change. Chapter 2 provides a detailed discussion of the Office of Economic Opportunity's (OEO) experiment in large-scale application of the performance contracting approach. Chapter 3 discusses the more significant implications of the OEO experiment. Chapter 4 describes in detail five performance contracting programs that were developed outside the OEO experiment, and chapter 5 discusses the implications of those five programs. Chapter 6 brings together the lessons learned from the performance contracting experience and discusses what they reveal about the barriers that hinder any basic modification of the American educational system. (Author/JG)

ED 119 374

EA 008 014

Morgan, Robert M., Ed. Chadwick, Clifton B., Ed.

Systems Analysis for Educational Change: The Republic of Korea. Final Report.

Florida State Univ., Tallahassee. Dept. of Educational Research.

Spons. Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Apr 71

Note—337p.; Parts of text may be of marginal legibility due to type size

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—*Change Strategies, *Developing Nations, *Educational Improvement, *Educa-

tional Needs, Educational Objectives, Educational Policy, Efficiency, Elementary Secondary Education, Manpower Needs, Resource Allocations, *Systems Approach

Identifiers—*South Korea

This report describes the activities and recommendations of a study team that attempted to reform the Korean educational system to increase its efficiency and make it more responsive to the nation's needs. Using a systems approach, the study team collected historical, cultural, and educational data, including demographic reports, economic forecasts, manpower needs projections, educational fiscal data, current and long-range educational plans, and information on educational objectives and attainment. These data were analyzed in terms of future manpower needs and educational output, estimated cost benefits, and strategies for appropriate introduction of innovation and technology into the educational system. Alternative approaches for relating resources to educational objectives were examined. Based on this analysis, the study team recommended a number of major changes intended to provide a better, more relevant education for Korean young people, at a lower unit cost than the present Korean educational system. (Author/JG)

ED 119 375

EA 008 015

Solar Heating/Cooling of Buildings: Current Building Community Projects. An Interim Report.

National Academy of Sciences - National Research Council, Washington, D.C. Building Research Advisory Board.

Pub Date 74

Note—46p.; Prepared by the Committee on Solar Energy in the Heating and Cooling of Buildings Available from—The Executive Director, Building Research Advisory Board, Commission on Sociotechnical Systems, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Air Conditioning, *Architectural Research, *Building Innovation, Business, *Energy Conservation, Heating, Mechanical Equipment, *Performance Specifications, Private Financial Support, Program Descriptions, *Solar Radiation

Projects being carried out by the private sector involving the use of solar energy for heating and cooling buildings are profiled in this report. A substantial portion of the data were collected from a broad cross-section of the building community. Data collection efforts also involved the canvassing of the nearly 200 trade and professional societies and organizations representing the various segments of the building community. Each project profile identifies, when possible, the status of the activity, the principal person to be contacted for further information, and other support personnel. An index of projects, organizations, and project personnel is included. (Author/MLF)

ED 119 376

EA 008 016

Dias, Sally L.

The Aspiration Levels of Women for Administrative Careers in Education: Predictive Factors and Implications for Effecting Change.

Pub Date Apr 76

Note—70p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Administrator Selection, Educational Administration, Elementary Secondary Education, *Occupational Aspiration, Occupational Surveys, Predictor Variables, Sex Discrimination, *Statistical Analysis, Tables (Data), *Teacher Attitudes, Teacher Promotion, *Working Women

This study examines the relative influence of certain variables on teachers' level of aspiration toward positions in educational administration and attempts to isolate factors contributing to the scarcity of women in this profession. Data for the study were gathered from questionnaires completed by 342 male and female elementary and secondary teachers from four New England school systems. In addition to certain personal information, data were obtained on measures of role preference, projected time commitment to a career, commitment to teaching, expectancy of professional support, perceived likelihood of recruitment, self-role congruence, achievement

motivation, and aspiration level toward administration. Findings of the study indicate that although the percentage of female teachers with administrative aspirations is much lower than for male teachers, a much greater percentage of women aspire to those roles than is indicated by their representation in the profession. (Author/JG)

ED 119 377 EA 008 017

Grayson, Ernest C.

The Components of Sound Financial Management.
Pub Date 20 Feb 76

Note—9p.; Speech presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Responsibility, *Budgeting, *Educational Administration, *Educational Finance, *Educational Planning, Elementary Secondary Education, Enrollment Projections, Federal Aid, Financial Policy
Identifiers—*Financial Management

Since education is big business, it should be conducted in a businesslike way. Without sound financial management, the best instructional program will fail. Several components make up a sound program of financial management. Resources are basic, and these vary from district to district. Before asking for additional support, school administrators must be sure that all available resources have been fully utilized. Enrollment must also be considered. Without good data about expected enrollment, sound financial management is impossible. Another important component is staffing. Staffing a school system is a complex matter, and its cost factor is the largest in the school budget. Careful planning is another component of sound financial management, and a budget calendar is absolutely necessary in planning. Also vital is a careful followup to ensure that various departments stay within their budgets. Federal funds are available, of course, but qualifying for federal money is a mixed blessing if a school system goes broke in the process. In conclusion, sound financial management can be summed up in one word—responsibility. (Author/JG)

ED 119 378 EA 008 018

Walden, John

Antecedents to Incumbent Defeat and Superintendent Turnover.

Pub Date Apr 76

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrator Selection, *Board Administrator Relationship, *Boards of Education, Community Change, *Elections, Elementary Secondary Education, Field Studies, Labor Turnover, Predictor Variables, *School Superintendents, *Socioeconomic Influences
Identifiers—California

This paper discusses three related studies conducted in California in the mid-1960s that investigated factors related to incumbent defeat in school board of elections and turnover in the school superintendency. The first study dealt with turnover in the superintendency subsequent to defeat of a single incumbent board member; a significant relationship was found between incumbent defeat and involuntary turnover in the superintendency. The second study focused on the selection of new superintendents following incumbent defeat. This study showed that "new" school boards selected "outsiders" to replace superintendents who left their positions subsequent to changes on the board. The third study dealt with predictors of incumbent defeat. The strongest predictors identified were (1) percentage change in assessed valuation eight years prior to the first defeat of an incumbent, (2) percentage change in average daily attendance in the three-year period prior to incumbent defeat, and (3) the ratio of votes against incumbents to total votes cast in the school board election immediately before the election in which an incumbent was defeated. (Author/JG)

ED 119 379 EA 008 019

Morrison, Peter A.

The Demographic Context of Educational Policy Planning.

Pub Date Apr 76

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Birth Rate, *Demography, *Educational Demand, *Educational Planning, Educational Policy, Elementary Secondary Education, Employment Projections, Enrollment Projections, Higher Education, *Population Trends, Prediction, Social Change, *Trend Analysis
Identifiers—*Demographic Analysis

This paper discusses demographic analysis and illustrates how it might be used to strengthen educational policy planning. Much of the paper uses techniques of demographic analysis in an effort to describe the current and future demographic context of educational policy planning. The author examines trends in national fertility and age distribution and predicts sizeable fluctuations in elementary, high school, and college enrollment during the rest of this century. In addition, the author discusses several other expected demographic and social changes that will have important implications for educational policy planning. These changes include a long-term change in the labor market resulting in a teacher shortage sometime during the 1980s, an increasing trend toward mid-life career switching, and a possible decline in college attendance due to a rising incidence of families with several children of college age at the same time. (Author/JG)

ED 119 380 EA 008 020

Hatley, Richard V. Croskey, Frank L.

Socioeconomic Variables as Predictors of School Financial Referenda Voting Behavior.

Pub Date Apr 76

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bond Issues, *Community Attitudes, Community Characteristics, Conceptual Schemes, Elementary Secondary Education, Factor Analysis, Multiple Regression Analysis, *Predictor Variables, *Socioeconomic Influences, *Statistical Surveys, Tables (Data), *Voting

Identifiers—Kansas

This study was initiated to investigate the relationship between voters' socioeconomic and attitudinal characteristics and their behavior in school district financial referenda. Using a survey instrument developed through pilot study application and factor analysis techniques, data were collected from 1,030 registered voters in three Kansas school districts that had held recent bond elections. Regression analysis revealed significant predictive relationships between socioeconomic variables and voting behavior in each district and for the combined sample, using both actual past and hypothetical future voting patterns. However, attitudinal variables were found to have limited predictive power. From a synthesis of variables with significant beta weights in the regression equations, a quasi Personalistic Socioeconomic Status Voting Theory was proposed as a partial way to explain and predict variations in voter responses to school financial referenda. (Author)

ED 119 381 EA 008 021

Draud, Jon E.

Curriculum Considerations for Developing a Model Middle School.

Pub Date 13 Feb 76

Note—9p.; Speech presented to the Annual Convention of the National Association of Secondary School Principals (60th, Washington, D.C., February 13-18, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adolescence, *Curriculum Development, Curriculum Planning, Educational Improvement, *Educational Policy, *Integrated Curriculum, *Middle Schools, Models, Secondary Education, Skill Development, *Student Development

This article briefly describes the current status of middle schools in Ohio and attempts to establish a rationale for the development of the middle school. The author's central thesis is that curricular considerations for a middle school are basically identical to those of most junior high schools, and that in order to significantly improve the program, it is imperative to change the approach toward development of the middle school curriculum. The author discusses several curricular requirements for developing a model middle

school, including personal development, development of skills for continued learning, and integration of organized knowledge. (Author/JG)

ED 119 382 EA 008 036

Gould, Elaine S. And Others

Selected and Annotated Bibliography on Financing Education.

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jun 73

Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, Developed Nations, Developing Nations, *Educational Finance, Educational History, Educational Policy, Elementary Secondary Education, *Financial Policy, Higher Education, *National Programs, *Program Descriptions, Publications, Reference Materials, Resource Allocations

This annotated bibliography lists approximately 200 selected publications dealing with the acquisition and distribution of educational funds. Writings concerned with the broader problems of educational economics were considered beyond the scope of this bibliography and are not included. With the exception of literature dealing with the history of educational finance, no publications written before 1960 are included. The booklet is organized in five parts that list publications dealing with educational finance from a historical perspective, educational finance in the United States, educational finance in other countries, educational finance in developing countries, and bibliographies relevant to educational finance. Within each topical section, entries are listed alphabetically by author's name. (Author/JG)

ED 119 383 EA 008 037

Zymelman, Manuel

Financing and Efficiency in Education: Reference for Administration and Policymaking.

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 73

Note—322p.

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—Cost Effectiveness, Delivery Systems, *Educational Finance, *Efficiency, Elementary Secondary Education, Expenditures, *Financial Policy, Financial Support, Higher Education, *Models, National Programs, *Resource Allocations

This book examines the advantages and disadvantages of various methods of financing education and discusses the basic issues related to increasing efficiency in education. Section 1 offers a short history of educational finance and discusses many of the traditional approaches to financing education. Section 2 presents methods for distributing funds to different levels of formal education and to various types of nonformal education. Section 3 describes different arrangements for raising educational funds and controlling their use. Section 4 examines different methods for forecasting educational resources and describes the Index of Educational Funding, a model for measuring national effort in educational spending. Section 5 discusses concepts of efficiency in education and develops a general approach for improving efficiency through intervention in the educational system. Section 6 deals with ways of increasing overall efficiency and decision-making in national educational systems. Section 7 presents ways of increasing educational efficiency, with emphasis on educational contracting. It also describes the Index of Educational Expenditures, a model for comparing different nations' educational spending. (Author/JG)

ED 119 384 EA 008 038

Sutjipto, Sudjarto And Others

Setting Priorities Among Educational Objectives.

Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Educational Innovation and Technology.

Report No.—INNTECH/SP-FR/74

Pub Date Apr 74

Note—149p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Conceptual Schemes, Developing Nations, Educational Needs, *Educational Objectives, *Educational Planning, Educational Policy, Elementary Secondary Education, Higher Education, *Models, *National Programs, *Program Descriptions

Identifiers—Indonesia, *Value Contribution Method

This publication is intended to aid educational planners in developing nations in translating national goals and aspirations into educational objectives and in establishing and quantifying priorities among educational objectives. Much of the content is based on a model for setting educational objectives that was developed in Indonesia in 1972. The booklet consists of three separate chapters prepared by different authors. Chapter 1 presents a simplified self-instructional module for setting educational priorities based on the Indonesian model. Chapter 2 describes the Indonesian model in detail. Chapter 3 reviews various techniques of priority-setting and examines a number of basic constructs leading to the value contribution method on which the Indonesian model and self-instructional module are both based. The appendix presents the prioritized educational objectives developed in Indonesia in 1972. (JG)

ED 119 385 EA 008 041

Snyder, Fred A., Ed.

Perceptions of Future Elementary School Principals.

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date Mar 76

Note—73p.

Available from—Curriculum Research and Development Center, School of Education, Indiana State University, Terre Haute, IN 47809 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrative Personnel, Administrator Education, *Administrator Role, *Elementary Education, *Graduate Students, *Principals, *Role Perception, School Administration

This monograph consists of 12 short articles written by students enrolled in a basic course in elementary school administration at Indiana State University. The monograph is intended to provide some insight as to what future elementary administrators believe is important in administering an elementary school. Each article focuses on a slightly different dimension of the principal's role and suggests possible modes of action future principals might follow in carrying out that role. Titles of the individual articles include "The Orientation of Teachers," "The Management Role," "The Collective Negotiations Role," "Leadership for Change," "Humane Leadership," "Leadership in Reorganization," "The Why of Public Relations," "The How of Public Relations," "Alternatives for Public Relations," "Goal Identification," "Evaluation," and "Accountability." (Author/JG)

ED 119 386 EA 008 043

Marvin, Michael And Others

Planning Assistance Programs to Reduce School Violence and Disruption, and Appendices.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 76

Note—247p.; Some pages of text and some charts may be of marginal legibility due to quality of original document; Best copy available

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Bibliographies, Costs, Elementary Secondary Education, Federal Aid, *Federal Programs, Financial Support, *Program Descriptions, *Program Development, Questionnaires, Schools, *School Vandalism, *Violence

The central purpose of this project was to provide an information base that the Law Enforcement Assistance Administration (LEAA) can use in planning programs to help school personnel cope more effectively with the problem of violence in their schools. The efforts to provide an information base were organized into four tasks: to determine the nature and extent of the problem of school violence, to determine what efforts are being undertaken in schools to reduce school violence, to determine what kinds of help schools need, and to determine how other federal programs help schools solve specific problems. The federal programs examined are Right to Read, Drug Abuse Education program, the Civil Rights Training and Technical Assistance program, the Dropout Prevention program under the

Elementary and Secondary Education Act (ESEA) Title VIII, Teacher Corps, and ESEA Title III. The recommended program emphasizes the provision of technical assistance to local agencies by regional staffs of experts. The program would be given overall direction and support at the national level. An extensive bibliography is included in the appendices. (Author/IRT)

ED 119 387 EA 008 045

Ward, William P.

The Development of a Training Program to Improve the Supervisory Competence of Newington Public School Administrators, and Appendix A: Manual of Activities Used for the Improvement of Supervisory Skills.

Pub Date [Mar 76]

Note—188p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Administrative Personnel, Elementary Secondary Education, Evaluation, Humanistic Education, *Inservice Education, Models, Needs Assessment, *Program Descriptions, *Program Development, Program Evaluation, *Supervision, Supervisors, *Supervisory Training, Workshops

Identifiers—*Connecticut (Newington)

The purpose of the practicum was to improve specific supervisory skills of the administrators in the Newington (Connecticut) public schools. The practicum was also intended to increase the amount of time spent by administrators in various categories of supervisory activities. Treatment included administrative focusing efforts, a planned and sequenced series of inservice activities, and regular reinforcement by the chief district administrator. Evaluation indicates improvement in supervisory skills, greater amount of time spent on supervisory activities, and greater acceptance of supervision by professional staff. The school district now provides a cadre of skilled administrators who can teach supervisory skills locally or regionally. An appendix contains the activities used in the training program. (Author/IRT)

ED 119 388 EA 008 046

Pursell, William

A Conservative Alternative School: The A+ School in Cupertino. Fastback Series, No. 67.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—43p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50, quantity and membership discounts; payment must accompany order of \$5.00 or less)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Alternative Schools, Basic Skills, Behavior Standards, Conflict, *Conventional Instruction, Curriculum, *Educational Alternatives, Educational Programs, Elementary Education, Elementary School Curriculum, Parent Associations, *Parent School Relationship

Identifiers—Cupertino Union School District

When parents in Cupertino, California, became dissatisfied with the nontraditional, unstructured education offered in their district's elementary schools, they created the Academics-Plus alternative program. This account of the history of the 3-year-old A+ alternative school is written by one of its original promoters. The elementary level A+ program is a back-to-basics program, utilizing traditional curriculum that emphasizes reading, writing, and other language skills, in addition to math, history, and other standard subjects. The classroom environment is structured, with one teacher in charge of a mixed-abilities group of students. Student conduct and appearance are more stringently controlled than in nontraditional classrooms. Although the program has received strong support from parents and endorsement from the school board, it has encountered criticism and resistance from some teachers and administrators who regard the alternative program as an insult to their professional performance. However, the program's proponents believe that its conventional, basic education approach is only one style of education, not necessarily appropriate for all students, and that the district should continue to offer more than one educational alternative. (DS)

ED 119 389 EA 008 047

Katz, Michael S.

A History of Compulsory Education Laws. Fastback Series, No. 75. Bicentennial Series.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—39p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50, quantity and membership discounts; payment must accompany orders of \$5.00 or less)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Educational History, Educational Legislation, Elementary Secondary Education, Historical Reviews, *Public Education, Public Schools, *School Attendance Legislation, Social Values, State Legislation, Supreme Court Litigation, United States History

Although some critics of public education are now questioning the value of compulsory schooling for all children, this concept is deeply ingrained in American history and social values. The first compulsory education law in this country was enacted in 1642 in the Massachusetts Bay Colony. The Puritan notion of education as a moral, social obligation was thus given the sanction of law, a pattern later followed by nineteenth century crusaders for free public education. By 1918, all states had passed school attendance legislation, although until the 1930s, many were unsuccessful in enforcing their compulsory schooling laws. However, as the population increased, and as the demand for well-trained labor grew, the bureaucratic machinery for enforcement was created. Of course, not all elements of American society have supported compulsory public school attendance. Court cases dealing with Constitutional issues have arisen from the opposition of some groups to mandatory schooling. For example, the 1972 Wisconsin v. Yoder ruling by the Supreme Court granted Amish parents exemption for their children from laws compelling public school attendance past the eighth grade. (DS)

ED 119 390 EA 008 049

Kraushaar, Otto F.

Private Schools: From the Puritans to the Present. Fastback Series, No. 78. Bicentennial Series.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—55p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50, quantity and membership discounts; payment must accompany orders of \$5.00 or less)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Conflict, *Educational History, Elementary Secondary Education, Higher Education, Historical Reviews, Parochial Schools, Private Colleges, *Private Schools, Public Education, Public Schools, State Church Separation, *United States History

Private education (both church-related and nonsectarian) has been an integral part of United States history since the colonial period. Until late in the nineteenth century, the concept of public, government-supported education was far from widespread. The notion that the government is responsible for providing free education for every child developed very slowly and did not gain general acceptance until after the Civil War. The transition from the idea of education as an extension of church and family, to the idea of education as a function of government and society as a whole, was very gradual. But once the concept of public education took root, conflict arose between private and public schooling. Often this conflict took on ugly racist and anti-parochial overtones. However, the conflict between public and church-related schools did not mean that public education was free of religious bias. Public education is still characterized by Protestant values, though their influence has progressively diminished. Public and private schools must solve complex problems arising from their frequently uneasy partnership. Both types of schools are essential in educating the nation's youth. (DS)

ED 119 391 EA 008 050

Sabbatical Leave for Teachers. PAR Analysis Number 211.

Public Affairs Research Council of Louisiana, Inc., Baton Rouge.

Pub Date Jan 76

Note—23p.

Available from—Public Affairs Research Council of Louisiana, Incorporated, 300 Louisiana Avenue (Box 3118), Baton Rouge, Louisiana 70821 (\$1.00).

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Faculty, Elementary Secondary Education, Higher Education, Public School Teachers, *Sabbatical Leaves, State Colleges, *State Legislation, State Standards, Statistical Data, *Teachers, Teacher Salaries
Louisiana's sabbatical leave law for public school teachers and state college faculty is one of the most liberal in the nation. Teachers are granted the right to sabbatical leave for purposes of professional or cultural development, and for rest and recuperation. While on leave, they receive partial salary compensation. The state of Louisiana spends approximately \$5 million annually on sabbatical salaries. However, state law does not presently require that teachers on sabbatical leave return to the school system that granted them leave. Statistics indicate that only slightly more than half (59 percent) of the teachers granted leave for professional improvement returned to their original schools, while only 51 percent of those on rest and recuperation leave returned. Thus, in many cases both students and the public fail to benefit from the teacher improvement that sabbatical leaves are intended to nurture. The Public Affairs Research Council recommends tightening the sabbatical leave law to require, for example, that persons on leave return for one year to the school system granting them leave, or be compelled to refund salary pay received during the sabbatical. A survey of leave policies and laws in other states is included. (DS)

ED 119 392 88 EA 080 051

Performance Based Management System: A Method for Accomplishment.

Pennsylvania State Consortium.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Educational Accountability, Elementary Secondary Education, Evaluation, Management, *Management by Objectives, *Management Systems, *Models, Needs Assessment, Objectives, Performance, *Program Descriptions, *Program Development, Program Evaluation, Resource Allocations, Team Administration

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania Model Project

This discussion of the Pennsylvania Model Project follows a flow chart to cover all aspects of the program: mission, awareness and understanding, advantages and disadvantages, commitment, needs assessment, isolation of problems, setting priorities, assessing the present program, reevaluation of priorities, planning staff allocation, goals and objectives in operational terms, evaluation feasibility and acceptability, operational planning and alternatives, formal approval, reallocation of resources, implementation of a management system, progress appraisal, and evaluation. (IRT)

ED 119 393 EA 080 053

Nelson, Henry L. And Others

The Development, Implementation, and Evaluation of a Comprehensive Substitute Teacher Program in Eastern Henrico County.

Pub Date Dec 75

Note—94p.; Submitted in partial fulfillment of the requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Checklists, Elementary Education, Elementary School Teachers, Evaluation, *Inservice Teacher Education, *Orientation, *Orientation Materials, Performance, Principals, *Program Development, Questionnaires, *Substitute Teachers, Surveys

A survey of the district's elementary principals and teachers and of the substitutes working at two elementary schools indicated that substitute teachers should be evaluated, that an inservice program for substitutes was needed to help provide information and direction that could improve their overall effectiveness, and that there was strong support for the development of a handbook that would outline basic procedures

that substitutes could rely on and follow wherever they worked in the county. In response to what was learned from the surveys, the authors designed and conducted an informational workshop for substitutes in the elementary schools in Eastern Henrico County (Virginia), devised and developed a handbook for substitutes, and ascertained whether the information workshop, procedural suggestions, handbook, and evaluation guidelines helped improve the performance of the substitutes. Appendixes contain the survey instruments, evaluation checklists, and the handbook developed. (Author/IRT)

ED 119 394 EA 080 054

Rezag, Donald

Building Systems: Passing Fad or Basic Tool?

Pub Date 19 Jun 75

Note—5p.; Paper presented at NEOCON Conference (Chicago, June 19, 1975); Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Architectural Character, Architectural Research, *Component Building Systems, Construction Costs, Cost Effectiveness, *Modular Building Design, Prefabrication, *School Design, *Systems Approach

Building systems can be traced back to a 1516 A.D. project by Leonardo da Vinci and to a variety of prefabrication projects in every succeeding century. When integrated into large and repetitive spatial units through careful design, building systems can produce an architecture of the first order, as evidenced in the award winning design of Foothill College. (Author/MLF)

ED 119 395 EA 080 068

What's Left After a Tornado.

Lawrence Inst. of Tech., Southfield, Mich.

Spons Agency—Defense Civil Preparedness

Agency (DOD), Battle Creek, Mich.

Pub Date Jul 75

Note—34p.; Photographs may reproduce poorly

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Accident Prevention, *Architectural Research, Climatic Factors, *Emergency Programs, Fallout Shelters, Physical Environment, *Safety, School Design, Structural Building Systems, Windows
Identifiers—*Tornadoes

Following recent tornadoes, teams of specially trained architectural and engineering faculty conducted onsite examinations and research of building damage. It was concluded that tornado damage to buildings is predictable. A trained architect or engineer can establish, before a tornado strikes, those portions of the building that will offer the greatest protection to the occupants. The characteristics of tornadoes are explained in text and illustrations. Case studies are given of three school buildings hit with different, intense tornadoes. The hazardous and protective elements of the buildings are identified, and the tornado shelter quality of portions of these buildings rated as primary or secondary shelter. The purpose of this brochure is to assist architects and engineers to design facilities that offer tornado protection, and administrators to identify the best available shelter space. (Author/MLF)

EC

ED 119 396 EC 080 262

Geddes, Dolores M. Burnette, Wanda L.

Physical Education and Recreation for Impaired, Disabled and Handicapped Individuals... Past, Present, and Future.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-72-5454-233563

Note—422p.; For part 2, see EC 080 263

EDRS Price MF-\$0.83 HC-\$2.09 Plus Postage

Descriptors—Adapted Physical Education, Aurally Handicapped, Diabetes, Epilepsy, Exceptional Child Education, *Handicapped Children, Mentally Handicapped, Multiple Handicapped, Physical Activities, *Physical Education, *Program Descriptions, *Recreation, Research Reviews (Publications), *State Pro-

grams, Therapy, Trend Analysis, Visually Handicapped

The report serves as a systematic collection, analysis, and synthesis of research data, empirical evidence, program information, and various resource materials in the fields of recreation/therapeutic recreation and physical education/adapted physical education for disabled individuals. The report consists of over 20 state of the art reports, each of which includes the state of the art (including review of available literature), summaries of priority needs in research and demonstration and personnel preparation, and media needs (in some cases). Among the areas covered are physical education and recreation for blind, multiply handicapped, mentally retarded (mild to severe), epileptic, diabetic, and deaf mentally retarded individuals; the integration of handicapped individuals into regular recreation and physical education programs; effects of physical activity on asthmatic children; community recreation for handicapped persons; creative arts for handicapped persons; status of research on play apparatus for handicapped children; and diagnostic-prescriptive teaching/programming. Also presented are summaries of related projects funded by the Bureau of Education for the Handicapped and State Departments of Education and related conferences and projects sponsored by other groups. (Author)

ED 119 397 EC 080 263

Stein, Julian U. And Others

Summary of State Surveys. IRUC Final Report: Part 2.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-0-72-5454-233563

Note—464p.; For part 1, see EC 080 262

EDRS Price MF-\$0.83 HC-\$2.77 Plus Postage

Descriptors—*Adapted Physical Education, Exceptional Child Services, *Handicapped Children, *Personnel, Program Design, *Recreation, State Programs, *State Surveys

Reported in part 2 of the final report issued by the Information and Research Utilization Center (IRUC) in Physical Education and Recreation for the Handicapped are results of a 1972-1975 survey to identify resource programs and personnel concerned with physical education, recreation, and/or related areas for individuals with various handicapping conditions. Provided are state survey forms with summaries of the following information on facilities: name and address of facility, program activity areas (such as motor skills, leisure activities, aquatics and outdoor education), handicapping conditions, and miscellaneous comments. Survey data on resource personnel consists of name and business address, type of resource (such as consultant or evaluator), program specialty area, level, facility setting and handicapping conditions. Sample survey forms are appended. (CL)

ED 119 398 EC 080 601

Hansen, Susan

Getting a Headstart on Speech and Language Problems, a Guide for Preschool Teachers.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 75

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Aurally Handicapped, Exceptional Child Education, Identification, Individual Activities, *Language Development, *Language Handicapped, Preschool Education, *Speech Handicapped, *Speech Skills, Speech Therapy, Stimulation, *Teaching Guides, Teaching Methods

Identifiers—*Communication Disorders

Presented for preschool teachers are guidelines for meeting the needs of speech and language delayed children. Information is provided on the following topics: language development theory, the difference between speech and language, normal speech and language development (including a chart of language milestones from birth to 6 years), disorders of language (including a list of observable language behaviors and possible causes), when to refer to a speech pathologist,

important things to remember about speech and language stimulation, and general rules of language stimulation. Described are six unstructured language lessons (such as scrapbooks), seven types of structured language lessons (such as for vocabulary building), and several speech lessons. Also included are information on stuttering and bilingual families, a sample of three days of language activities, and a list of 30 children's books to use in language stimulation. (LS)

ED 119 399 95 EC 081 389

Publisher Source Directory: A List of Where to Buy or Rent Instructional Materials and Other Educational Aids, Devices, and Media Including More Than 1,600 Publishers and Producers in the U.S., Canada, and Europe. Revised Edition. National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—NC-75 303

Pub Date Oct 75

Contract—OEC-300-72-4478

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Audiovisual Aids, Books, Electromechanical Aids, Exceptional Child Education, Films, *Handicapped Children, *Instructional Materials, *Instructional Media, *Resource Guides, Tape Recordings, Toys

Listed are more than 1,600 publishers, producers, and distributors of educational materials for use with the handicapped. Entries are presented in alphabetical order according to name. Beneath each source's name and address are code numbers which correspond to the type of materials each publisher's catalog lists. Provided is a list of the codes and definitions for 74 types of instructional aids, devices, and/or media which include books, audiovisual aids, films, tapes, electromechanical aids, and toys. (SB)

ED 119 400 EC 081 450

Calkin, Abigail B.

Oregon Model Center—Learning Disabilities: Final Report on Products and Activities, 1973-1975. Oregon Coll. of Education, Monmouth.

Pub Date Jul 75

Grant—OEG-0-73-2852

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Diagnostic Teaching, *Educational Diagnosis, Exceptional Child Education, Followup Studies, *Learning Disabilities, Program Development, Program Effectiveness, *Program Evaluation, Student Evaluation, Teaching Methods

Identifiers—Final Reports, Oregon Model Center

Presented are evaluations of eight 1973-75 objectives of the Oregon Model Center for children with learning disabilities. The center was developed to facilitate expansion of the Educational Evaluation Center, a diagnostic-prescriptive center at Oregon College of Education. Among objectives evaluated are: studying the process of the Education Evaluation Center to develop more efficient and effective methods of diagnosing and prescribing for learning disabled children; developing minidemonstrations of methods and materials to be delivered with the prescription for the child; and developing a training program for administrators of Diagnostic-Prescriptive centers. Included is information such as suggestions from advisory councils regarding changes in the diagnostic-prescriptive process; results of followup studies in which teachers and parents were surveyed; descriptions of materials produced for parents and teachers; contents of a diagnostic-prescriptive manual; and evaluations of the three pilot centers established. Appendixes include parent and teacher followup forms and the diagnostic-prescriptive service program report from a local school district. (LS)

ED 119 401 95 EC 081 474

Raynor, Sherry Drouillard, Richard

Get a Wiggle On: A Guide for Helping Visually Impaired Children Grow.

Ingham Intermediate Board of Education, Mason, Mich.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-22-347

Note—46p.

Available from—Ingham Intermediate School District, 2630 W. Howell Road, Mason, Michigan 48854 (\$1.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Blind, *Child Development, Exceptional Child Education, *Infancy, *Parent Role, Sensory Training, Stimulation, *Visually Handicapped

Identifiers—*Parent Materials

A booklet intended for parents and other individuals in contact with the blind or visually impaired infant provides suggestions for aiding in the child's growth and development. Presented from the viewpoint of the visually impaired child, the author emphasizes sharpening of the intact senses through such activities as talking to, carrying, and touching the child often. Permitting exploration and providing sound cues are seen to be particularly important. (Author/SB)

ED 119 402 EC 081 475

Webster, C. D. And Others

Assessing Autistic Children: Discrimination Training and Simultaneous Communication Procedures.

Pub Date Apr 75

Note—18p.; Presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Autism, Childhood, *Communication Skills, Early Childhood, *Evaluation Methods, Exceptional Child Research, Nonverbal Communication

Identifiers—*Communication Disorders

Procedures used during a 5-week assessment phase of a simultaneous communication program for five severely dysfunctional nonverbal children (5-9 years old) are described, and techniques for assessing autistic children are discussed. Indications from measuring the gestural communication of 5 dysfunctional Ss following communication training include that there was considerable variability among Ss' level of communication; that spontaneous communication lagged behind both receptive and reproductive communication; and that gestural communications involving verbs of action and nouns were the easiest to teach. A study involving eight autistic, eight normal, and eight retarded children is cited as an attempt to assess the children's ability to distinguish basic elements of human speech. Other assessment techniques are mentioned which involve the use of fading procedures, visual and then auditory stimulation, and microanalysis of body movement. (SB)

ED 119 403 95 EC 081 476

Rodabaugh, Barbara J. And Others

Optacon Instructional Materials; Elementary Level, Grades 4-8.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Contract—OEC-0-72-5180

Note—171p.; For related information, see EC 081 477; Four pages of raised letters were removed due to nonreproducibility

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Blind, Diagnostic Teaching, Electromechanical Aids, Elementary Education, Exceptional Child Education, *Instructional Materials, Reading Diagnosis, Reading Materials, *Reading Skills, *Tactile Adaptation, Visually Handicapped, Word Recognition

Identifiers—Optacon

Provided in the manual are 15 units of sequential instructional materials designed to teach blind elementary students to read standard print through the use of the Optacon, an optical-to-tactile converter manufactured by Telesensory Systems, Inc. The materials allow for individualized rate of student progress, integration of numeral and letter drill with the reading of meaningful sentence material, diagnostic/prescriptive teaching, student decision making, a variety of reading experiences, and continuous monitoring of student achievement. Each unit contains line by line or lesson by lesson instructions for the teacher followed by instructional material to be used by the student. Many units are concluded by criterion exercises. Content areas of the 15 units include equipment introduction, numeral recognition, upper and lower case letter recognition, and word attack skills. (CL)

ED 119 404 95 EC 081 477

Rodabaugh, Barbara J. And Others

Optacon Instructional Materials; Secondary Level, Grades 9-12.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Contract—OEC-0-72-5180

Note—172p.; For related information, see EC 081 476; Four pages of raised letters were removed due to nonreproducibility

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Blind, Diagnostic Teaching, Electromechanical Aids, Exceptional Child Education, *Instructional Materials, Reading Diagnosis, Reading Materials, *Reading Skills, Secondary Education, *Tactile Adaptation, Visually Handicapped, Word Recognition

Identifiers—Optacon

The instructional materials packet contains 15 units of sequential activities designed to teach blind secondary students to read standard print through the use of the Optacon, an optical-to-tactile converter manufactured by Telesensory Systems, Inc. The materials help the teacher monitor student progress on a unit to unit basis; diagnose reading difficulties and prescribe appropriate learning activities; and provide a variety of reading experiences for the student, such as alternative typefaces, formats and subject matter. Each unit contains line by line or lesson by lesson instructions for the teacher and materials to be used by the student. Many units are followed by criterion exercises to evaluate student learning. Word attack skills, equipment orientation, and recognition of upper and lower case letters and numerals are among the content areas of the units. (CL)

ED 119 405 EC 081 478

Steele, Brandt F.

Working with Abusive Parents from a Psychiatric Point of View.

National Center for Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Report No—DHEW-OHD-75-70

Pub Date 75

Note—28p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Publication No. (OHD) 75-70, \$0.65)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavior Change, *Behavior Patterns, *Child Abuse, *Child Rearing, Etiology, Exceptional Child Education, Group Therapy, Operant Conditioning, Parent Attitudes, *Parent Counseling, *Psychiatry, Psychological Characteristics, Psychotherapy, Role Playing, Social Work

Identifiers—*Neglected Children

Child abuse and neglect is seen as an abnormal parenting behavior which has resulted from neglect or abuse of the abusive parents during their early lives. Included are brief sections on the following topics: the development of the abusive child-rearing pattern (lack of sufficient love and care, extremely high premature demand for performance, and excessive criticism and physical punishment for failure); psychological characteristics and problems (such as immaturity, dependency, lack of appropriate sympathetic responses, and inability to have pleasure) of abusive parents as encountered during the therapeutic relationship; parental misperceptions of the child; the constellation of psychological characteristics of abusive parents; the inability to cope with crises; goals of treatment; general problems of working with abusive parents which include parental reluctance to become involved, avoidance of criticism, lack of adequate and accurate information, and distrust by parents of a social caseworker from a different race, culture, or economic background; and treatment modalities including public and private social agency casework, psychotherapy, group therapy, behavior modification, and role modeling. (SB)

ED 119 406 95 EC 081 479

Gettings, Robert M.

93rd Congress: Federal Laws and Regulations Affecting the Handicapped.

National Association of Coordinators of State Programs for the Mentally Retarded, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Sep 75
Note—39p.

Available from—National Association of Coordinators of State Programs for the Mentally Retarded, Inc., 2001 Jefferson Davis Highway, Arlington, Virginia 22202 (\$4.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administration, Equal Education, Exceptional Child Education, *Federal Legislation, Financial Support, *Handicapped Children, Health, Housing, Rehabilitation, Social Services, Transportation

Provided is a summary of 1973 and 1974 legislative and administrative developments affecting handicapped persons. The report is divided into five major sections: an outline of some overriding issues faced by the 93rd Congress; a detailed analysis of the implications for the handicapped of bills enacted by the past session of Congress; a brief discussion of measures considered by Congress but not enacted; a review of major regulations issued during 1973 and 1974 affecting handicapped individuals; and a look at some future issues before the 94th Congress. Provided is information on bills about such areas as education; rehabilitation; housing; social security; supplementary security income, Medicaid, and social services; health; appropriations; and transportation. (SB)

ED 119 407 EC 081 480
The Developmentally Disabled Offender in the Illinois Criminal Justice System.

Correctional Services for the Developmentally Disabled, Inc., Chicago, Ill.
Pub Date Jun 75
Note—214p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Cerebral Palsy, *Community Agencies (Public), *Corrective Institutions, *Courts, *Criminals, Delinquency, Epilepsy, Exceptional Child Research, *Law Enforcement, Mentally Handicapped, Police, State Surveys

Identifiers—*Developmental Disabilities, Illinois
Reported are findings from five studies which explored the special problems and needs of the developmentally disabled offender in the Illinois criminal justice system. Introductory information includes a discussion of the problem, goals of the present study, and a review of programs for retarded offenders throughout the U.S. Presented are five studies based on interview and questionnaire data collected from law enforcement officers, judicial personnel, correctional institutions, developmentally disabled offenders (50 case studies), and community agencies serving the mentally retarded, the cerebral palsied, and the epileptic person. Among findings revealed are that police officers in Illinois do not have the training to detect symptoms of developmental disability; that judicial personnel support community based programs and special institutions as alternatives to prison for developmentally disabled offenders; and that community agencies tend to provide developmentally disabled offenders services such as referral and recreation rather than more expensive services such as special living arrangements or training. Recommendations stemming from each study are outlined such as the need to standardize the definition of mental retardation within the judicial system and to train correctional personnel to identify and work with the retarded. Appendixes consist primarily of research instruments used in the studies. (LS)

ED 119 408 EC 081 481
Kelly, Thomas J. And Others

Behavior Disorders: An Investigation of Teachers' Perceptions.

Pub Date 73

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Age Differences, *Behavior Problems, Definitions, Emotionally Disturbed, Exceptional Child Research, *Incidence, Racial Factors, *State Surveys, *Teacher Attitudes, Teachers, Underachievers

Examined was the incidence of severe, moderate, and mild behavior disorders in regular grades K-12 in 13 Florida county school districts. Twelve to 20 teachers in each school district were provided with definitions of behavior disorders and asked to identify the number of children in their classes with various degrees of disorder and also to provide additional information on the

children such as age, sex, race, and academic achievement level. Among findings were that a mean of 20% of children were perceived by their teachers as requiring special services for behavioral disorders (12.6% mild, 5.6% moderate, and 2.2% severe); and that there was a gradual increase in the incidence level between kindergarten and grade 5, a decline between grades 6 and 8, the highest incidence at grade 9, followed by a sharp decline to the lowest incidence of all grades in grade 12. Other findings were a consistently higher reported incidence of behavioral disorders for males, for black children, and for academically underachieving children. (DB)

ED 119 409 95 EC 081 482
Harbin, Gloria Cross, Lee

Early Childhood Curriculum Materials: An Annotated Bibliography. Tadscrip Number 7.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-74-1868

Note—109p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Bibliographies, *Curriculum, Early Childhood Education, Exceptional Child Education, *Handicapped Children, *Instructional Materials, Language Development, Logical Thinking, Motor Development, Perception, *Program Descriptions, Social Development

Identifiers—TADS, Technical Assistance Development System

Presented in the bibliography is information on approximately 60 commercially distributed instruction materials or programs appropriate for use with handicapped preschool children. Program summaries are grouped into the following categories: gross motor, fine motor, perception, reasoning, language, social, infants, and core (covering three or more developmental areas). Summaries are arranged alphabetically by author or developer within each section and usually include author, title, data, purpose, a nonevaluative description, name and address of vendor, ordering information, and cost. (DB)

ED 119 410 95 EC 081 483
Swan, William W.

An Outreach Process Model. Tadscrip Number 8.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Conceptual Schemes, *Delivery Systems, Demonstration Projects, Exceptional Child Services, *Handicapped Children, *Information Dissemination, *Models, Preschool Education, Program Evaluation, *Program Planning

Identifiers—TADS, Technical Assistance Development System

Described is a process model for outreach projects which are intended to stimulate increased specialized services for preschool handicapped children, their parents, and teachers. The model is described to be a flexible framework designed to facilitate the delivery of effective services by outreach projects to target audiences and agencies and to have the phases of information dissemination, program planning and design, training, and program evaluation. Each step in the process is reviewed, and implications (such as increasing the probability of project success through the specification of objectives and allocation of sufficient resources) for the outreach process model are discussed. (DB)

ED 119 411 EC 081 485
Boyd, Kenneth A.

A Discussion of Gifted Education Programs for Charles County (Maryland).

Pub Date Jan 76

Note—18p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ability Grouping, Academic Achievement, Acceleration, Administration, Cost Effectiveness, *Delivery Systems, *Educational Programs, Elementary Secondary Educa-

tion, Enrichment, Exceptional Child Education, *Gifted, Individualized Instruction, Political Influences, *Public School Systems, Special Classes, Special Schools

Identifiers—Maryland (Charles County)

Discussed is the responsibility of a public school system to provide for the education of gifted children, and evaluated are alternative approaches toward meeting this responsibility. Examined and compared in terms of academic effectiveness, administrative practicability, political acceptability, and economic feasibility are the following approaches: individualized instruction, enrichment, acceleration, separate classes, and separate schools. It is concluded that the homogeneous grouping of gifted children on the basis of their ability in one or more schools for instruction purposes is the optimum approach. (Author/LS)

ED 119 412 EC 081 486
Educating the Gifted and Talented in New York State. Position Paper No. 23 of a Series. (A Statement of Policy and Proposed Action by the Regents of the University of the State of New York.)

New York State Education Dept., Albany.
Pub Date Jan 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum Design, Definitions, Early Childhood Education, *Educational Needs, Educational Objectives, Educational Programs, Elementary Secondary Education, Exceptional Child Education, Financial Support, *Gifted, *State Programs, Talent Identification, Teacher Education

Identifiers—*New York

Topics covered include the definition of giftedness, screening and identification procedures, goals and objectives of programming for the gifted, differentiating the curriculum, preparing the staff, and allocating resources. Ten recommendations are listed including the need for school districts to establish districtwide committees to develop procedures for early screening and identification of the gifted and talented in New York State. (LS)

ED 119 413 95 EC 081 487
Halloran, William E., Comp. And Others

The Vermont Guide for Teaching Adolescents with Special Needs. Final Report.

Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.; Vermont Univ., Burlington. Dept. of Vocational Education and Technology.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-5-0125

Pub Date Aug 75

Grant—OEG-0-71-4147(603)

Note—387p.; For related information, see ED 100 089

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage

Descriptors—*Behavioral Objectives, *Career Education, Class Activities, *Curriculum Guides, Daily Living Skills, Exceptional Child Education, *Handicapped Children, *Home Management, Instructional Materials, Secondary Education, Vocational Education

Presented for classroom teachers, program supervisors, and resource specialists is a curriculum guide in the areas of home management and career preparation for adolescents with special needs. Introductory information includes explanations of the format and use of the guide and suggestions for evaluating student performance. Guidelines provided for 26 curriculum units consist of statements of concepts and skills to be acquired (instructional objectives) as well as listings of projects to motivate learning, activities to focus instruction, and related instructional materials. Included are the following curriculum units: mental health, health care, body care, first aid, marriage and family adjustment, food and nutrition, sewing, child care, basic house maintenance, small animal care, laundering, wood-working, carpentry, practical electricity, drafting, metal working, gas engine operation, furniture restoration, electronics assembly, automotive mechanics, waiter and waitress training, gardening, and home care and custodial skills. (LS)

ED 119 414 EC 081 488
McCormack, James E., Jr. And Others

Educational Evaluation and Planning Package, Volume 1.

Massachusetts Center for Program Development and Evaluation, Medford.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Pub Date Feb 76
Note—130p.

Available from—Massachusetts Center for Program Development and Evaluation, 10 Hall Avenue, Medford, Massachusetts 02155; Checks should be made payable to "EdCo Account No. 106B (\$1.80)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Check Lists, *Daily Living Skills, Developmental Tasks, *Educational Diagnosis, Elementary Secondary Education, Evaluation Criteria, Exceptional Child Education, *Handicapped Children, Individualized Instruction, Interdisciplinary Approach, *Language Development, Maturation, *Motor Development, Screening Tests, Student Evaluation
Identifiers—Massachusetts

Presented is Volume I of an educational evaluation and planning package designed in accordance with Massachusetts' special education laws. The package is designed to assist the Core Evaluation Team process, a multidisciplinary approach to educational assessment and development of individual education plans. The guide focuses on three skill areas: activities of daily living, motor development, and early language development. Each of the skill areas is divided into three components: a screening device; performance statements (a developmental list of specific skills to be assessed by the evaluator); and a next step chart (designed to provide a gross arrangement of skills to facilitate choices of next step tasks as required for education plan development. (LS)

ED 119 415

EC 081 489

Gershman, Janis

The Evaluation of Special Education Programs: Past Attempts and Present Directions. No. 134.
Toronto Board of Education (Ontario). Research Dept.

Pub Date Nov 75
Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Delivery Systems, *Educational Trends, Exceptional Child Research, *Followup Studies, *Handicapped Children, Labeling (of Persons), Literature Reviews, Models, Peer Acceptance, Prevention, *Program Evaluation, *Regular Class Placement, Self Concept, Socioeconomic Influences, Special Classes, Student Attitudes

Identifiers—Canada

Reviewed is the literature on issues relating to the evaluation of special education programs with special emphasis on the comparison of regular versus special class placement and Canadian programs. Results of studies dealing with effects of mainstreaming or special class services are reviewed in terms of social acceptance by peers, self concept, and attitude toward school. Four models to improve delivery of services to handicapped children are compared. Also reviewed are effects of socioeconomic influences on school achievement and adjustment and followup studies on the effects of special education. Identified and discussed are new directions such as more process oriented (rather than outcome oriented) evaluation approaches, a decrease in the categorization of children using medical and psychological terms, attempts to match students to teaching systems, and prevention of later disability through early identification and intervention. (DB)

ED 119 416

EC 081 530

Magne, Olof

Remedial Teaching: A Forward Looking Theory. Didaktometry. No. 49.

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Spons Agency—National Swedish Board of Education, Stockholm.

Report No.—R-49
Pub Date Sep 75

Note—24p.; Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Delivery Systems, Educational Programs, Educational Trends, Elementary Secondary Education, Exceptional Child Education, *Foreign Countries, *Handicapped Children, Program Effectiveness, Research Needs,

Research Reviews (Publications), *Special Education, *Theories
Identifiers—Sweden

An analysis of the efficacy studies of special education in Sweden leads the author to conclude that many studies are open to criticism and that they have produced an unwarranted attitude of disillusionment. Cited is the need for more discussion on a theoretical basis in order to design constructive research and develop more effective teaching strategies based on examination of optimal learning conditions for handicapped children. Compared are two theories of treatment: the simple integration theory (in which handicapped students are taught together with nonhandicapped pupils), and the intensity theory (in which handicapped students receive individualized teaching in any type of special education arrangement). The author suggests that the intensity theory is the more promising one. (Author/CL)

ED 119 417

88

EC 081 531

We Are Each Like the Unicorn, Unique and Rare: Human Individual Potentialities.

Kyrene Elementary School District 28, Tempe, Ariz.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date 75
Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Creative Ability, Creative Thinking, Educational Philosophy, Educational Programs, Elementary Education, Exceptional Child Education, *Gifted, *Program Descriptions, *Talent Identification

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The proposed gifted and talented program for grades K-8 of the Kyrene School District (Tempe, Arizona) is described. It is explained that the program is based on a philosophy emphasizing human individual potentialities. The curriculum is said to be personalized, utilizing a seminar-resource center approach. Characteristics of exceptionally talented and gifted pupils are reviewed, and multidimensional screening procedures are suggested. Considered are additional program components, such as enrichment in the regular classes, a centralized resource center, and special counseling for students and their parents. Essential teacher characteristics are listed, as are myths and reality statements concerning talented and gifted students. (CL)

ED 119 418

EC 081 548

The Problem of Mental Retardation.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary; President's Committee on Mental Retardation, Washington, D.C.

Pub Date Jun 75
Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Publication Number (OHD)-75-22003)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Classification, *Definitions, Diagnostic Tests, Etiology, Exceptional Child Services, Incidence, *Mentally Handicapped, *Prevention

Intended as an introduction to mental retardation, the booklet provides information on definitions, incidence, etiology, diagnostic tests, developmental characteristics of persons with varying degrees of retardation, habilitation services (such as community programs, residential care and special education), and preventive measures. (CL)

ED 119 419

EC 081 549

Passman, Richard H.

Toilet Training Profoundly Retarded Adults with an Automatic Device.

Pub Date [75]
Note—6p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adults, Behavior Change, *Custodial Mentally Handicapped, *Electromechanical Aids, Exceptional Child Research, *Hygiene, Institutionalized Persons, Mentally Handicapped, *Operant Conditioning, Positive Reinforcement, Program Effectiveness, Self Care Skills

Reinforcement control of toileting behaviors was established in three profoundly retarded institutionalized adults through the use of a totally automatic reinforcement dispenser. The device was found to be reliable, reasonably precise and more accurate than manually or semiautomatically delivered reinforcement. (CL)

ED 119 420

EC 081 550

The Collaborative Study on Cerebral Palsy, Mental Retardation, and Other Neurological and Sensory Disorders of Infancy and Childhood. Bibliography No. 8. July 1974 through June 1975.

National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.

Report No.—DHEW-NIH-76-1050

Pub Date Oct 75

Note—17p.; For related information, see EC 062 962, EC 031 860-862

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bibliographies, Cerebral Palsy, Childhood, Early Childhood, Exceptional Child Research, *Handicapped Children, Infancy, Medical Research, Mentally Handicapped, Neurologically Handicapped, Perinatal Influences

The eighth in a series of annual bibliographies of the Collaborative Perinatal Project lists 30 manuscripts and journal articles from studies on cerebral palsy, mental retardation, and other neurological and sensory disorders of infancy and childhood. Entries are grouped under the categories of core and non-core data publications (based on sampling methods used for patient selection) and by collaborating institutions. Information provided usually includes author, title, source, pagination, and date. Examples of topics included are fetal hypoxia, rubella, and congenital malformations in twins. (LS)

ED 119 421

EC 081 551

Clouse, R. Wilburn, Ed.

Research Management Systems for Mental Retardation Research Centers: Proceedings of a Conference.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Apr 74

Note—121p.; Proceedings of a Conference (Denver, Colorado, April 25-26, 1974)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Administration, Administrative Policy, Administrator Role, Conceptual Schemes, Conference Reports, Exceptional Child Research, Management Systems, *Mentally Handicapped, Models, *Program Budgeting, Program Evaluation, *Program Planning, *Research and Development Centers, Theories

Presented are papers and discussion summaries from the first research management conference for mental retardation research centers (Denver, 1974). Basic concepts and application principles of management by objectives are analyzed in a two-part paper by E. Douglas Hodo. Reviewed in a paper by Richard Surles and Norm Ellis is a decision system for management planning and evaluation. Richard L. Hopkins presents an overview of changes in grants management practices in the National Institutes of Health from 1950 to the present. Elements of standardized reporting procedures are discussed by Michael J. Begab. A final paper by Benjamin Dowd considers aspects of organizational theory, including assumptions and definitions, analytical models of the organization as a social system, and behavioral science models of personal and organizational effectiveness. Among six appendixes are bibliographies on management by objectives and on planning, programming and budgeting systems. (CL)

ED 119 422

EC 081 552

Watson, B.

The Remedial Role of Pre-School Education: Mentally Retarded Children.

Council of Europe, Strasbourg (France).

Report No.—CCC-EGT-(75)-28

Pub Date 19 Dec 75

Note—37p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Demography, *Educational Programs, Etiology, Exceptional Child Research,

*Foreign Countries, Incidence, *Mentally Handicapped, *Preschool Education, Program Descriptions, Public Schools, Research Needs, Surveys

Identifiers—Great Britain

A study of the benefits of early childhood education for mentally retarded children focuses on preschool services in the Sheffield Metropolitan District of South Yorkshire, England. Reviewed are incidence and etiological statistics along with early detection and multidisciplinary assessment procedures in the district. Educational programs based on individual assessments are described, and agencies and groups serving parents and the profoundly handicapped are considered. Aspects of teacher preparation and inservice training are recounted. Pointed out is the need for such future research as comparative studies of the effectiveness of preschool provisions in various settings and evaluation of the effectiveness of integrating mentally retarded children with regular class preschool children. (CL)

ED 119 423 40 EC 081 553

Haughton, Donna. And Others

Parental Attitudes toward the Handicapped.

California State Univ., Long Beach.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 74

Grant—OEG-0-72-3963

Note—9p.; Paper presented at the Annual International Meeting of the Council for Exceptional Children (52nd, New York City, New York, April 15-19, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Attitude Tests, *Educable Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, *Mothers, *Parent Attitudes, *Teacher Attitudes

Thirty-eight mothers of educable mentally retarded (EMR) children and eight teachers of EMR classes participated in an investigation of the relationships between two instruments that might be used by the special class teacher with parents of EMR children, and another instrument to assess teacher attitudes. The mothers were administered the Parent Child Rating Scale (PCRS) and the Attitude Toward Handicapped Individuals (ATHI) scale, while the teachers completed the Teacher Rating Scale (TRS). No statistically significant or high correlations were found among the three instruments, and it was concluded that the ATHI, PCRS, and TRS all measure rather different dimensions of parental and teacher attitudes toward a child's school behavior and acceptance of handicapped individuals. (LS)

ED 119 424 EC 081 554

Lettieri, Dan J., Ed.

Predicting Adolescent Drug Abuse: A Review of Issues, Methods and Correlates. Research Issues 11.

Macro Systems, Inc., Silver Spring, Md.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-(ADM)-76-299

Pub Date Dec 75

Note—370p.; A few pages may reproduce poorly in hard copy due to small print of original

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Publication Number (ADM) 76-299)

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Adolescents, *Drug Abuse, *Emotionally Disturbed, Exceptional Child Research, General Education, *Prediction, *Research Methodology, Research Needs, Research Reviews (Publications), *Trend Analysis

Presented are 18 papers on predicting adolescent drug abuse. The papers have the following titles: "Current Issues in the Epidemiology of Drug Abuse as Related to Psychosocial Studies of Adolescent Drug Use"; "The Quest for Interpersonal Predictors of Marijuana Abuse in Adolescents"; "Assessing the Interpersonal Determinants of Adolescent Drug Use"; "Speculations on Possible Changes in Youthful Lifestyle between the 1960's and 1970's"; "A Psychological Approach toward the Meanings of Drug Use"; "An Approach to the Classification of the Lifestyles of Narcotic Abusers"; "Individualized Prediction as a Strategy for Discovering Demographic and Interpersonal/Psychological Correlates of Drug Resistance and Abuse"; "A Social

Psychological Approach to Substance Abuse Construct Validity—Prediction of Adolescent Drug Use from Independent Data Sources"; "Computer Interview Questionnaires for Drug Use/Abuse"; "Personality Factors Related to Drug and Alcohol Use"; "Self-esteem as a Predictor of Adolescent Drug Abuse"; "Ego Mechanisms and Marijuana Usage"; "Chemical Substance Abuse and Perceived Locus of Control"; "Behavioral and Demographic Correlates of Drug Use among Students in Grades 7-12"; "Teenage Drug Use—A Search for Causes and Consequences"; "Predicting Time of Onset of Marijuana Use—A Developmental Study of High School Youth"; "Drug Use Research Items Pertaining to Personality and Interpersonal Relationships—A Working Paper for Research Investigators"; and "Some Comments on the Relationship of Selected Criteria Variables to Adolescent Illicit Drug Use". (DB)

ED 119 425 EC 081 555

Mech, Edmund V.

Delinquency Prevention: A Program Review of Intervention Approaches.

Portland State Univ., Oreg. Regional Research

Inst. for Human Services.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jun 75

Note—120p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Delinquency, Emotionally Disturbed, Exceptional Child Education, Exceptional Child Services, Intervention, *Models, *Prevention, *Program Descriptions, *Program Evaluation, Research Reviews (Publications)

The monograph classifies, describes, and critically analyzes the major examples of juvenile delinquency prevention that have been reported by research and demonstration projects. Prevention efforts are noted to proceed along three distinct levels: promoting healthy development for all youth, focusing on youth who appear to be on the road to delinquency, and reaching youth who are already juvenile offenders. Two sections include descriptions of small-scale (such as individual services, special education provisions, and work experience) and large-scale (area intervention in cities including Chicago, New York, and Washington, D.C.) intervention programs. Results from action-oriented and research-oriented delinquency projects are reported and the research methodology used in evaluation of programs is examined. Studies on the problems and evaluations of youth service bureaus are cited. Outlined are three models for prevention (including a model for developing a community resource system) and proposed policy directions (in such areas as deinstitutionalization and school responsiveness). Appended is a paper on a family-oriented natural systems prevention model. (SB)

ED 119 426 95 EC 081 556

Renzulli, Joseph S.

A Guidebook for Evaluating Programs for the Gifted and Talented. Working Draft.

Ventura County Superintendent of Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Pub Date 75

Note—209p.; A few pages may not reproduce well in hard copy due to small print

Available from—Ventura County Superintendent of Schools, County Office Building, Ventura California 93001, Attn: Mary Jane Chapman

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Bibliographies, Conceptual Schemes, *Decision Making, Elementary Secondary Education, Exceptional Child Education, *Gifted, Guidelines, *Models, *Program Evaluation, *Student Evaluation

Intended for persons concerned with evaluation of programs for gifted children, the guidebook (in working draft form) provides information on purposes of program evaluation, evaluation models and concepts, designing an evaluation program, and selecting an evaluator. Pointed out are the author's biases against such practices as the overuse of the pretest/posttest approach to evaluation. In the first chapter the need and purpose of program evaluation is discussed, and special problems in evaluating programs for the gifted and talented are identified. Examined in

the second chapter are five basic evaluation models and five concepts (such as formative vs. summative) or program evaluation. Detailed in the third chapter are examination of the decision making process and four steps in developing an evaluation design (from front end analysis to the preparation of evaluation reports). The final chapter focuses on selecting an evaluator and negotiating an evaluation contract. Highlighted throughout the book are basic references to the topics under discussion. Additionally, bibliographies are provided on the following: evaluation—issues, models, and methods; instrument source books; instrument construction; and measurement, statistics, and research design. Appended are sample instruments for assessing attitudes, student performance, and inservice training; and a sample evaluation contract. (DB)

ED 119 427 EC 081 557

Rudner, Lawrence M.

The Development and Evaluation of a Quasi Non Verbal Cognitive Skills Test.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Mar 76

Note—31p.; Some pages in appendix may not reproduce clearly due to quality of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Aurally Handicapped, Cognitive Development, *Cognitive Measurement, Comprehension, Exceptional Child Research, Maturation, *Nonverbal Tests, Secondary Education, Test Construction, *Test Reliability, *Test Validity

Summarized are the development and evaluation of a quasi non-verbal Cognitive Skills Test (CST) to measure comprehension, application, analysis, and synthesis in hearing impaired adolescents. It is explained that the measure was evaluated with 113 students at a school for the deaf over a 2-year period. Among findings reported are that the test and each subtest reflect a high degree of internal consistency, but that all the subtests may be measuring the same trait (perhaps general intelligence) rather than the target cognitive skills. It is recommended that the CST be used for research purposes only. The entire test is appended. (LS)

ED 119 428 EC 081 558

Hawkins, Donald E. Folsom, Geneva S.

Life Skills for the Developmentally Disabled: An Approach to Accountability in Deinstitutionalization. Volume I: Project Summary and Evaluation Report. July 1, 1974-July 30, 1975.

George Washington Univ., Washington, D.C. School of Medicine.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date [Jul 75]

Grant—51-P-15436/3-01

Note—103p.; For other documents in this series, see EC 081 559, 560; Some pages may reproduce poorly in hard copy due to small print of original

Available from—Dr. Geneva S. Folsom, The George Washington Univ., Div. of Rehabilitation Medicine, 2300 Eye St., N.W., Washington, D.C. 20037 (Training Materials, prices vary)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Daily Living Skills, *Educational Accountability, Exceptional Child Research, Handicapped Children, Institutes (Training Programs), Program Descriptions, Program Evaluation, Recordkeeping, Residential Programs, *Staff Improvement, Staff Role, Workshops

Identifiers—*Deinstitutionalization, *Developmental Disabilities

Presented in the first of three volumes is a summary and evaluation of the Life Skills for the Developmentally Disabled Project which was designed to prevent inappropriate institutional placement and to assist in deinstitutionalization of individuals in Forest Haven, the District of Columbia's Center for the developmentally disabled. It is explained that the project emphasized improved utilization of staff in teaching those life skills needed for survival in the community. Described are progress and accomplishments regarding the following five objectives: (1) development of a problem-oriented record keeping system to establish accountability for meeting

client needs as assessed through the Adaptive Behavior Scale; (2) development and testing of life skill objectives and learning activities; (3) development and testing of a training workshop model to teach staff to use a life skills approach; (4) development of a training manual and plan designed to facilitate the replication of the life experience approach; and (5) development of task forces to encourage cooperative efforts between the Life Skills Project and a corollary Virginia project. Among project findings are that the Problem-Oriented-Record system was instituted for 125 clients, and that the life skills approach provided systematic and formalized curriculum for the participating clients. Approximately one-half of the document is comprised of 14 appendixes, including six D.C. governmental plans related to developmental disabilities. (CL)

ED 119 429

EC 081 559

Folsom, Geneva S.

Life Skills for the Developmentally Disabled: An Approach to Accountability in Deinstitutionalization. Volume II: Manual for Trainers. George Washington Univ., Washington, D.C. School of Medicine.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date [75]

Grant—51-P-15436/3-01

Note—110p.; For the other two documents in this series, see EC 081 558, 560; Some pages may reproduce poorly in hard copy due to small print of original

Available from—Dr. Geneva S. Folsom, The George Washington Univ., Div. of Rehabilitation Medicine, Washington, D.C. 20037 (Training Materials, prices vary)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Daily Living Skills, Educational Accountability, Exceptional Child Education, Handicapped Children, *Institutes (Training Programs), Program Descriptions, Recordkeeping, Residential Programs, *Staff Improvement, *Teaching Guides

Identifiers—*Deinstitutionalization, *Developmental Disabilities

A trainer's manual is presented in the second of three volumes on the Life Skills for the Developmentally Disabled Project, which focuses on deinstitutionalization through improved staff utilization. It is explained that the manual provides strategies designed to involve the total staff and clients in a system of accountability for communicating, setting goals together, and monitoring record-keeping procedures. Lesson content in the form of discussion questions, suggested responses, group process procedures, and experiential exercises is provided for the following issues: basic concepts and responsibilities of accountability, use of the Adaptive Behavior Scale, attitudes toward deinstitutionalization, the superintendent's role, the team approach, attitude therapy (a systems approach to consistent communication with clients), and use of the Problem-Oriented-Record. Seven appendixes include related papers by Roland J. Queene, "The Superintendent and Accountability," and Richard L. Burke, "Dimensions of Managerial Behavior." (CL)

ED 119 430

EC 081 560

Folsom, Geneva S. And Others

Life Skills for the Developmentally Disabled: An Approach to Accountability in Deinstitutionalization. Volume III: Manual for Training Clients.

George Washington Univ., Washington, D.C. School of Medicine.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date [75]

Grant—51-P-15436/3-01

Note—128p.; For the other documents in this series, see EC 081 558, 559; Some pages may reproduce poorly in hard copy due to small print of original

Available from—Dr. Geneva S. Folsom, The George Washington Univ., Div. of Rehabilitation Medicine, 2300 Eye Street, N.W., Washington, D.C. 20037 (Training Materials, prices vary)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Consumer Education, *Daily Living Skills, Educational Programs, Exceptional Child

Education, Handicapped Children, Home Economics, Money Management, Residential Programs, Self Care Skills, *Teaching Guides, *Teaching Methods, Travel Training

Identifiers—*Deinstitutionalization, *Developmental Disabilities, Personal Independence

The third and final volume of the Life Skills for the Developmentally Disabled Project is a manual for assessing and training institutionalized clients for deinstitutionalization and community living. Charts for goal setting and objective plans with information on materials, setting, instructional plans, procedures, evaluation and followup methods are provided for the following areas of life skills: community skills (including eating in public and using public transportation); academic skills (such as handling money and budgeting); money and shopping skills (including doing errands and purchasing items); semi-independent living skills (such as preparing food and performing general domestic tasks); work habits (including job performance); and socialization skills (such as assuming responsibility and planning for leisure time). (CL)

ED 119 431

EC 081 561

Houts, Peter S. Scott, Robert A.

Goal Planning with Developmentally Disabled Persons: Procedures for Developing an Individualized Client Plan.

Pennsylvania State Univ., Hershey. Dept. of Behavioral Science.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 75

Grant—56-P-15404/3-02

Note—98p.; For related documents, see EC 081 562, 563

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Exceptional Child Education, *Goal Orientation, Individualized Programs, *Inservice Education, Mentally Handicapped, *Program Planning, Workbooks, *Workshops

Identifiers—*Developmental Disabilities, Individualized Client Plans

Outlined in the workbook are workshops designed for training front-line staff in writing individualized client plans for developmentally disabled persons. It is noted that workshops are taught by audio tape along with an associate instructor in small groups of four to eight individuals. Stressed are four basic goal planning strategies: involving the client from the beginning, using the client's strengths to set goals which help with his needs, taking small steps to reach the goal, and stating clearly who will do what and when. Exercises for each of the five sessions are summarized and illustrated (in cartoon form) and instructional materials (evaluation forms) are provided. (SB)

ED 119 432

EC 081 562

Houts, Peter S. Scott, Robert A.

Goal Planning with Developmentally Disabled Persons: Associate Instructor's Manual.

Pennsylvania State Univ., Hershey. Dept. of Behavioral Science.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 75

Grant—56-P-15404/3-02

Note—27p.; For related documents see EC 081 561, 563

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Exceptional Child Education, Goal Orientation, Individualized Programs, *Inservice Education, Manuals, Mentally Handicapped, *Program Descriptions, Program Planning, *Teaching Guides, *Workshops

Identifiers—*Developmental Disabilities

Presented is the manual for associate instructors of workshops for training front-line staff in goal planning for developmentally disabled persons. Outlined are the eight responsibilities of the associate instructor (including contracting participants' supervisors to insure their support); workshop arrangements in such terms as group size, composition, and instructor qualifications; equipment and materials; possible group questions with instructor responses; and suggestions for dealing with hostile groups or participants. The remainder of the document provides a detailed breakdown of the activities for each of the five sessions. (SB)

ED 119 433

EC 081 563

Houts, Peter S. Scott, Robert A.

How to Catch Your Staff Doing Something Right: Evaluating Individualized Goal Plans.

Pennsylvania State Univ., Hershey. Dept. of Behavioral Science.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 75

Grant—56-P-15404/3-02

Note—44p.; For related documents, see EC 081 561, 562

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrator Role, *Evaluation Methods, Exceptional Child Education, *Goal Orientation, Mentally Handicapped, *Staff Improvement

Identifiers—*Developmental Disabilities

Intended for administrators of programs for the developmentally disabled, the guide presents a goal planning method for staff evaluation which stresses focusing on what the staff is doing right, setting reasonable expectations for staff, being clear about expectations, and concentrating on client behavior. The underlying idea of helping staff do a better job rather than just catching their mistakes is illustrated in cartoon form. Six goal planning review steps are outlined which include giving the staff feedback on their program; and a sample letter to staff introducing a goal planning review, a unit review form, and a client program review form are provided. (SB)

ED 119 434

EC 081 636

D'Audney, Weslee, Ed.

Giving a Head Start to Parents of the Handicapped.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 76

Note—185p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Child Advocacy, *Counselor Role, Educational Needs, Exceptional Child Education, Exceptional Child Services, *Guidelines, *Handicapped Children, Labeling (of Persons), Nutrition, Parent Attitudes, *Parent Counseling, Parent Role, Preschool Education, Regular Class Placement

Identifiers—*Project Head Start

Written in response to questions from Head Start personnel, the manual contains information on how to provide encouragement and support to parents of handicapped children. Divided into sections with general background information and information pertaining to special problems, the 21 chapters cover the following topics (authors are in parentheses): a parent's view of her role in child care (Valerie Harra); the need for early childhood education (Gunnar Dybwad and Edward L. LaCrosse); the value of mainstreaming (Weslee D'Audney); dangers of labeling (D'Audney); confidentiality and legal rights (D'Audney); nutrition (D'Audney); transition to public school (D'Audney); the supportive role (D'Audney); parent involvement (San Delaney); and giving a head start to parents of children with visual impairments (Mary Anne Karstens), hearing impairments (D'Audney), orthopedic disabilities (Richard Galusha), speech and language disorders (Edwin Leach), health impairments (Paul Pearson), asthma (Thomas Fashinbauer), epilepsy (Harriet Major), mental retardation (Margie Armfield), severe emotional disturbances (Frank Manolascino), specific learning disabilities (John Hill), and multiple handicaps (LaCrosse), and to parents suspected of child abuse or neglect (D'Audney). Appended are a list of the types of handicapping conditions served by Head Start programs and samples of Head Start authorization forms. (SB)

ED 119 435

EC 081 660

Gilles, Dorothy Cordes

An Exploration of Perceptual and Cognitive Processes Involved in Piano Study with Implications for Learning Disabled Children.

Pub Date 72

Note—166p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Case Studies, *Cognitive Processes, Definitions, Elementary Secondary Education, Exceptional Child Education, *Learning Disa-

bilities, Literature Reviews, *Music, Musical Instruments, Music Education, *Perception
Identifiers—Piano

The perceptual and cognitive processes involved in learning to play the piano are examined as sources of confusion and problems which might be encountered by the young learning disabled piano student. The paper is reported to be based on personal observations during private piano instruction, published and unpublished literature, and a summer workshop on teaching learning disabled children to play the piano; and some of the technical terms from the fields of music, psychology, and learning disabilities are defined. A survey of related research covers the topics of the functions of the central nervous system during piano playing and the processes and problems involved in reading music from the score. In a third chapter, the data from teaching experiences is presented in the form of case studies to illustrate the implications of topic areas from the previous chapter for learning disabled children (7-15 years old). Among conclusions were that the processing of the verbal language used in music is probably similar to that of verbal language processing in other subjects; therefore, to be successful in understanding musical language, the child probably needs language integrity; and that there is need for further research in the area of music and the learning disabled child. (SB)

ED 119 436 40 **EC 081 661**
A Study of Exceptional Children in Idaho: Special Education Needs Assessment Study.

Idaho State Dept. of Education, Boise.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—542930

Pub Date Jun 74
Grant—OEG-0-70-4178(608)
Note—192p.; Occasional light print areas and Tables 1 and 7 are marginally legible

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
Descriptors—Elementary Secondary Education, Exceptional Child Research, Financial Support, *Handicapped Children, Incidence, Legislation, *Needs Assessment, Parent Attitudes, Services, *Special Education, *State Programs, State Surveys, Teacher Education
Identifiers—Idaho

Documented are the results of a 1974 Idaho needs assessment study of statewide special education services for exceptional children which involved 22,020 school-aged handicapped children. The findings include field research related to (1) prevalence of exceptional children in Idaho school districts and communities; (2) services presently available, including Child Find, and services for which need is indicated to meet state legislated mandates; (3) manpower available and adequacy of potential training resources; (4) consumer satisfaction with present services for exceptional children and possible satisfaction with new alternatives; (5) present and alternative finding patterns for special services and educational programs; and (6) identification of legislative considerations necessary to implement training, programing, and finance patterns. It is noted that the needs assessment format applied to Idaho's special education services has replication potential for other states. Emphasized are cause-effect factors operating statewide which will influence planning toward full services for all exceptional children. (Author/SB)

ED 119 437 **EC 081 662**
Truby, Roy

Due Process Procedures for Idaho's Exceptional Students: Guidelines.

Idaho State Dept. of Education, Boise.
Pub Date Dec 75
Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Due Process, Elementary Secondary Education, Exceptional Child Education, Guidelines, *Handicapped Children, Identification, Parent Role, *Special Education, *State Legislation, Student Evaluation, Student Placement, Student Records
Identifiers—Idaho

The Idaho due process guidelines offered provide information on how exceptional children and their parents will be accorded procedural safeguards in decisions regarding identification, evaluation, and educational placement. Included are due process practices for (1) parental initia-

tion of special education services, (2) school initiation of special education services and programs, (3) parental consent for testing and placement, and (4) informal hearings and hearing mediators. Also covered are confidential management practices for Idaho school records of exceptional children. (Author/SB)

ED 119 438 **EC 081 668**

Newland, T. Ernest

The Gifted in Socioeducational Perspective.

Cliffs, N.J. 07632 (\$14.95)
Pub Date 76
Note—406p.
Available from—Prentice-Hall, Inc., Englewood

Cliffs, N.J. 07632 (\$14.95)
Document Not Available from EDRS
Descriptors—*Administration, Case Studies, Definitions, *Educational Needs, Educational Philosophy, *Educational Programs, Exceptional Child Education, *Gifted, *Psychological Characteristics, Research Reviews (Publications), Rural Education, Social Influences, Textbooks

The text concerns social, psychological, and educational aspects of providing for the gifted from early age until the college level. It is explained that the emphasis of the book is on programmatic aspects of facilitating school learning by the gifted, and that it is illustrated with episodes from the author's experiences during 40 years of working with the gifted. Chapters cover the following topics (with sample subtopics in parentheses): the gifted as an area of concern (the retarded bright children); definition of the gifted (the task of the psychologist); social considerations (social need for the gifted); psychological considerations (characteristics of the gifted); philosophical considerations (a philosophy of education); specific philosophical impingements (teaching methods); educational considerations (background and developmental factors); administrative considerations (costs, early admission); instructional considerations (acceleration and enrichment); rural and compensatory aspects (the gifted in rural areas); research (research on education of the gifted); and a summary. Also included are a list of 24 topics for consideration and two case histories. (LS)

ED 119 439 **EC 081 677**

Oppelt, Kurt

Instructional Basics: Oppelt Standard Method of Therapeutic and Recreational Ice Skating.

Pub Date 74
Note—38p.; Kurt Oppelt, P.O. Box 13, State College, Pa. 16801 (\$3.50)

Document Not Available from EDRS
Descriptors—*Adapted Physical Education, Athletics, Exceptional Child Services, *Handicapped Children, Mentally Handicapped, Physically Handicapped, Recreation, *Recreational Activities, Teaching Methods, Therapy
Identifiers—*Ice Skating

Detailed in the booklet is the standard ice skating method and considered are the benefits of therapeutic ice skating for the handicapped and aged. Values for the mentally retarded and physically handicapped are seen to include physiological (such as increased flexibility and improved posture), psychological (including satisfaction and enhanced self concept), and social benefits (such as socialization and recreation opportunities). Provided are photographs and step-by-step instructions for such aspects as dry-land practice, steering, stops and turns. (CL)

ED 119 440 **EC 081 692**

Rules Governing Programs and Services for Children with Special Needs.

North Carolina State Dept. of Public Instruction, Raleigh, Div. for Exceptional Children.
Pub Date 76
Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Administration, Administrative Organization, Due Process, Educational Diagnosis, Educational Programs, Equal Education, Exceptional Child Education, Financial Policy, Financial Support, *Gifted, *Guidelines, *Handicapped Children, Referral, School Districts, Screening Tests, *State Departments of Education, State Legislation, State Schools, Student Placement
Identifiers—*North Carolina

Presented by the North Carolina State Department of Public Instruction are the rules governing programs and services for children (handicapped

and gifted) with special needs. Included are guidelines for the following areas: responsibilities and organization of the Division for Exceptional Children; organization and administration of local programs; special education allotments and special funds (such as for facilities and transportation); local equal educational opportunities plans; program areas for children with special needs; program and service alternatives; policies and regulations governing education expense grants for exceptional children; and procedures for referral, screening, assessment and placement. Also outlined are policies governing the organization and administrative structure of the Governor's School of North Carolina, procedures for review (of placement decisions), and a model structure for appeals to the State Superintendent of Public Instruction from decisions of local school boards. (LS)

ED 119 441 **EC 081 693**

Flahive, Michael J. And Others

Language Development-Perceptual Motor Training Program.

Muskegon Regional Mental Retardation Center, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—177p.

Available from—Information and Research Utilization Center, 1201 16th Street, N.W., Washington, D.C. (\$10.95 xerox copy)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Custodial Mentally Handicapped, Exceptional Child Education, Instructional Materials, *Language Development, Mentally Handicapped, Motor Development, *Perceptual Motor Coordination, *Program Descriptions, Reinforcement, Verbal Communication, Vocabulary Development

Provided is the step-by-step curriculum of the Language Development-Perceptual Motor Training Program designed to improve the functioning level of each child and to provide staff with methods for dealing with severely retarded children on the level of the children's communicative abilities. Program areas, which are color-coded for the user's convenience, include reinforcement, motor imitation, receptive vocabulary, conceptual receptive vocabulary, and verbal imitation. Each program area consists of a series of developmental steps; and each step includes explanations of tasks to be completed, procedure, reinforcers, materials needed, and suggested place for the activity. A final section lists and illustrates sensorimotor training materials. Authors suggest that this program would be feasible for use by parents and teachers of severely mentally retarded children outside the institutional setting. (Author/SB)

ED 119 442 **EC 081 694**

Krantz, Murray Sauerberg, Vilja

Roundtable in Research on the Psychomotor Development of Young Handicapped Children. Annotated Bibliography.

Vasquez Associates Ltd., Milwaukee, Wis.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 75

Note—114p.

Available from—Information and Research Utilization Center, 1201 16th Street, N.W., Washington, D.C. 20036 (\$7.95 xerox copy)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adolescents, *Annotated Bibliographies, Behavior Change, *Bibliographies, Childhood, Correlation, Early Childhood, Exceptional Child Research, *Handicapped Children, Infancy, Intervention, *Motor Development, Neurology, Operant Conditioning, Perceptual Development, Perceptual Motor Coordination, Physical Education, *Psychomotor Skills

The bibliography contains 75 annotations of empirical studies (1958-1974) on the psychomotor training and development of young handicapped children (1-19 years old). Studies are organized in two ways: alphabetically by author, and diagrammatically according to research thrust. The research thrusts (followed by the number of studies in each area) are: intervention through programs of physical education (17); perceptual-motor training (14); patterning for neurological organization (4); intervention

through behavior modification (9); comparative-descriptive studies (15); and correlational studies (5). Summaries which review the research in each area are provided. Entries usually include the following information: author, title, source, date, pagination, rationale, subjects, method, results, and conclusions. (Author/LS)

ED 119 443 EC 081 695

Thomas, William E.

A Physical Education Program for Adults and Young Adults. Designed for Use with Moderately, Severely and Profoundly Mentally Retarded Adults and Young Adults Beginning with Ages 13 to 15.

Council for the Retarded of Saint Joseph County, Inc., Southbend, Ind.; South Bend Community School Corp., Ind.

Pub Date 74

Note—128p.

Available from—Information and Research Utilization Center, 1201 16th Street, N.W., Washington, D.C. 20036 (\$2.00 xerox copy)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Adapted Physical Education, Adolescents, Adults, Athletics, *Behavior Change, Exceptional Child Education, Games, *Mentally Handicapped, *Motor Development, *Operant Conditioning, Physical Activities, *Physical Education, Recreation, Social Development, Teaching Methods, Young Adults

Described is a program designed to present social awareness skills to moderately, severely, and profoundly mentally handicapped persons (beginning with ages 13-15 years) through group team play as well as through experiences in movement and physical activity. Of the several applicable teaching methods presented, behavior modification is discussed at length, and its effective use is considered of prime importance to the program's success. Descriptions of activities in the areas of locomotion, manipulation, relays, lead-up, and wheelchair games and exercises for strength, endurance, flexibility, and agility make up the bulk of the document. Each activity listing includes information on equipment needed, formation of participants, objectives, directions for play, and additional comments. (Author/SB)

ED 119 444 EC 081 696

Logan, Thomas E.

The Logan School Motor Development Program for the Deaf-Blind and Sensory Impaired.

Council for the Retarded of Saint Joseph County, Inc., Southbend, Ind.; South Bend Community School Corp., Ind.

Pub Date 75

Note—144p.; Not available in hard copy due to marginal reproducibility of original document

Available from—Information and Research Utilization Center, 1201 16th Street, N.W., Washington, D.C. 20036 (\$9.25 xerox copy)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Communication Skills, Deaf Blind, Exceptional Child Education, *Handicapped Children, *Mentally Handicapped, *Motor Development, *Multiply Handicapped, Perceptual Development, *Physical Activities, Physical Education, Teaching Methods

Presented are numerous motor development activities for sensory impaired, severely and profoundly mentally retarded, and multiply handicapped mentally retarded students of all ages. Background information is provided on program objectives and administration, the multiply handicapped child, motor development, and methods of movement training. Activities for locomotion-mobility, manipulation, stability, and perceptual-cognitive skills are included in the categories of motor development, general movement, and early developmental training. Specific objectives are given along with unit introductions and individual activities. Sample activities include stair walking, jumping from a height, tumbling, and following an obstacle course. In a final chapter communication is discussed in terms of listening activities, manual signs for movements and directions, and the factor of sound. (Author/LS)

ED 119 445 EC 081 697

Wynne, Suzan And Others

Mainstreaming and Early Childhood Education for Handicapped Children; A Guide for Teachers and Parents. Final Report.

Wynne Associates, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date Apr 75

Contract—OEC-74-9056

Note—110p.; For related information see ED 108 426

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Bibliographies, Educational Methods, *Educational Trends, Exceptional Child Education, *Handicapped Children, Intervention, Interviews, *Preschool Education, *Preschool Programs, Program Descriptions, Program Effectiveness, *Regular Class Placement, Research Reviews (Publications)

Identifiers—Final Reports

Written primarily for educators and parents interested in the education of young handicapped children, the document contains a review and analysis of the research literature concerned with preschool mainstreaming in the context of the present range of preschool programs. In the introduction, it is reported that information comes from interviews and site visits as well as from a review of the literature, and that the ability and attitude of the teacher appear to be the most important factors in the success of an integrated program. The following six chapters cover such topics as trends in the education of young handicapped children (from 1861 to the present), the effectiveness of early intervention programs, approaches to early childhood education mainstreaming (partial and complete mainstreaming), elements of a mainstreamed early childhood education program (including program design, teacher role, and parent participation), major issues in mainstreaming (such as assessment and placement of young handicapped children, reasons for favoring mainstreaming, and preparation for elementary school), and unanswered questions about mainstreaming (which include "what type of curriculum obtains the greatest gains with which kinds of children?"). Appended is a bibliography of about 50 articles, books, and documents and 10 children's books with information usually including author, title, source, publication date, description, and availability. Also provided is a list of organizations, bibliographies, and other sources of information noted to be helpful to educators and parents of handicapped children. (SB)

ED 119 446 EC 081 698

Lahay, Laurel, Comp. And Others

Programme Handbook: Swimming for the Disabled.

Canadian Red Cross, Vancouver (British Columbia).

Pub Date [76]

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Exceptional Child Services, Foreign Countries, Guidelines, *Handicapped Children, Program Design, *Program Development, Resource Guides, *Swimming, Teaching Methods

Identifiers—*Canada

The guide for instructors, volunteers and program organizers contains information on establishing swimming programs for disabled persons in Canada. Outlined are steps involved in securing funds and initiating program efforts, and listed are names and addresses of resources for specific handicapping conditions. General teaching suggestions are provided as well as implications for persons with physical, mental, emotional and learning disorders. Teaching activities described include games, races and relays. Also considered are safety and equipment factors and teaching progressions. (CL)

ED 119 447 95 EC 081 699

Quigley, Stephen P. And Others

Syntactic Structures in the Language of Deaf Children. Final Report.

Illinois Univ., Urbana.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—232175

Pub Date Feb 76

Grant—OEG-0-9-232175-4370(607)

Note—247p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Adolescents, Aurally Handicapped, Childhood, *Deaf, Exceptional Child Research, *Language Development, *Language Patterns, *Language Tests, Maturation, *Syntax

To study the development of syntax in the language of deaf students, the Test of Syntactic Ability was constructed and administered to approximately 450 deaf students (10-18 years old) and 60 normal children (8-10 years old). The test contained 22 subtests covering seven major syntactic structures: relativization, conjunction, complementation, pronominalization, question, formation, negation, and the verb system. Although results showed gradual improvement of deaf Ss' performance, the improvement was slight and the retardation in comparison to hearing Ss was large. Developmental stages for deaf Ss on the structures tended to parallel the stages reported for hearing children. Certain distinct structures, apparently rule ordered, were found to appear consistently in the language of the deaf Ss but rarely or never in the hearing Ss. Comparison of the deaf Ss' knowledge of the various structures with the appearance of those structures in a series of reading texts analyzed during the project revealed differences so large as to make it unlikely the deaf subjects could read the texts. It was concluded that instruments for the assessment of syntactic structure, and curriculum materials tailored to the language of deaf children, need to be developed. (Author/LS)

ED 119 448 EC 081 700

Stone, Judith Taylor, Felicity

Camden Handbook for Parents with a Handicapped Child.

London Borough of Camden (England). Dept. of Social Services.

Pub Date Jan 74

Note—103p.

Available from—London Borough of Camden, Social Services Department, 354-364 Gray's Inn Road, London, England WC1X 8BH (55 pence)

Document Not Available from EDRS

Descriptors—*Adjustment (to Environment), *Community Services, *Directories, Exceptional Child Services, Foreign Countries, *Handicapped Children, Health Services, Leisure Time, Medical Treatment, Organizations (Groups), *Parent Role, Resource Guides, Special Education, Student Evaluation, Vocational Adjustment

Identifiers—*England (Camden), Parent Materials

The handbook contains information for parents of handicapped children about services available in Camden, England. Information gathered through questionnaires and telephone surveys is provided for the following types of assistance: help for such problems as babysitting, clothing, equipment, housing and transport; medical services, including assessment, counseling and dental services; schooling; post school services such as sheltered work centers and living accommodations; voluntary organizations concerned with specific handicaps; and social life and leisure centers for such activities as fishing, gardening and swimming. (CL)

ED 119 449 EC 081 701

Precis: Long-Term Personal Program Coordination; Summary of a Report by Leopold Lippman to the Developmental Disabilities Council of New Jersey.

Mount Carmel Guild, Newark, N.J.

Spons Agency—New Jersey State Developmental Disabilities Council, Trenton.

Pub Date Apr 75

Note—28p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administration, Community Programs, Delivery Systems, Exceptional Child Education, Exceptional Child Services, *Program Design, Program Development, Program Planning, *Services, State Agencies, *State Programs

Identifiers—*Developmental Disabilities, *New Jersey

The author reviews the need to provide continuity of services to developmentally disabled persons and makes recommendations for the redesign of New Jersey's organizational structure responsible for personal program coordination. Limitations of existing programs are seen to involve administrative, categorical and geographic factors. Proposed are administrative changes that would allow for establishment of local "one stop human resources centers" supervised by a state agency to provide outreach and casefinding, information and referral, advocacy support, record

keeping, periodic followup evaluation and intervention, and life-long availability. Administrative arrangements, information use and sharing, implications for other systems, public information and education, and funding considerations are analyzed. (CL)

ED 119 450 EC 081 702

Greenstein, Jules M.
Methods of Fostering Language Development in Deaf Infants. Final Report.

Lexington School for the Deaf, New York, N.Y.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—H0061SJ

Pub Date Jun 75

Grant—OEG-0-72-5339

Note—111p; Figures in Appendix C may reproduce poorly

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Auditory Training, Aurally Handicapped, *Deaf, *Electromechanical Aids, Exceptional Child Research, Interaction, Intervention, *Language Development, Language Tests, Longitudinal Studies, Mothers, Parent Child Relationship, Parent Education, *Parent Influence, Preschool Education, Program Effectiveness

Identifiers—Final Reports

Thirty deaf children admitted to an auditory training program before age 2 were studied longitudinally to age 40 months in an investigation of the effectiveness of early intervention, the relationship between mother-child interaction and language acquisition, and the effectiveness of new devices developed for auditory training. Among findings were that Ss admitted prior to 16 months old showed greater language competence and that mothers of Ss with better language skills were less coercive and more sensitive and accepting to their children. Affective aspects of mother-infant interaction were more highly correlated with the child's language acquisition than were technical aspects of the mother's language. Devices developed to reinforce vocalization and to stimulate receptive language in Ss from deaf homes included a sound activated mobile and a Teddy bear. Problems such as technical difficulties and insufficient child interest led to the conclusion that the devices were of limited value. Subsequent experiments which provided direct auditory and speech training services to deaf parents seemed more promising. (Appendixes include the Lexington Preschool Oral Language Assessment, Mother-Infant Communication Rating Scales, and diagrams of the auditory training devices.) (LS)

ED 119 451 EC 081 703

Tutalo, Anthony J.

Staff-Development Program. Maxi I Practicum.

Pub Date Aug 75

Note—87p; Ph.D. Dissertation, Nova University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Behavior Change, Class Activities, Elementary Secondary Education, Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, Instructional Staff, *Program Descriptions, Program Effectiveness, *Regular Class Placement, Teacher Role, *Workshops

Described are various aspects of a program to train school personnel to meet the special needs of mainstreamed children. The staff development program is discussed in terms of program responsibility, strategy, and steps taken by the principal in the implementation procedure. The four stages of Project RETAP, a special education in-service program for regular education teachers and principals, are reported to include building a positive relationship between instructor and workshop participants. Outlined are topics (such as behavior problems in the classroom, behavior modification, and development of self concept) covered during a released time workshop on student behavior. Additional material on gross motor training, body awareness, motor planning, body control, visual memory and perception, tactile and kinesthetic skills, and auditory analysis are given in Appendix B. In a formative evaluation, eight results are listed for the program which include that parent participation was built into the program in the form of parent conferences and workshops. A summative evaluation of the program is presented with tables; and it is concluded that the program resulted in gains in student performance in the areas of attendance,

behavior, and academic achievement. Also appended are information on Project RETAP and monitor reports. (SB)

ED 119 452 EC 081 704

Drew, Herbert A., Jr. Lynch, Edward J.

Regional Educational Assessment Diagnostic Services: Concept to Action (R.E.A.D.S.). Practicum Report. Maxi I.

Pub Date Aug 75

Note—163p; Ph.D. Dissertation, Nova University; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, *Educational Diagnosis, Elementary Education, Exceptional Child Education, Exceptional Child Services, *Handicapped Children, *Medical Evaluation, Program Development, Program Evaluation, *Special Education, State Legislation, *State Programs

Identifiers—*Massachusetts

Described is the development of the Regional Education Assessment Diagnostic Services (READS) project, a collaborative organization of 20 Massachusetts school districts which would enable the districts to provide the diagnostic services mandated by recent state legislation for children having special needs. Among topics covered are the legislative basis for the development of READS, community efforts to provide the requisite financial support, the formation of a governance structure, and the staffing and organization for operation during the 1974-75 school year. The final section contains evaluative judgements of the program obtained from parents and school professionals, and includes a case history demonstrating the sensitivity of READS to the handicapped child. The bulk of the document consists of appendixes which include a copy of Massachusetts legislation (Chapter 766) which requires that communities provide special education programs for children with special needs, an outline of student records regulations, and professional and parental evaluations of the project. (SB)

ED 119 453 95 EC 082 478

Maker, C. June

Training Teachers for the Gifted and Talented: A Comparison of Models.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—61p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$3.95 publication number 117)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Educational Trends, Exceptional Child Education, *Gifted, Higher Education, Inservice Teacher Education, *Models, Preservice Education, *Program Effectiveness, *Teacher Education, Teacher Qualifications, Teacher Role

Program models are described and successful practices are surveyed in training teachers for gifted and talented students. In a section on assumptions and issues, the teacher's role is discussed in terms of classroom innovation and development of attitudes, skills, and abilities in students; and alternatives for teacher training programs are outlined. Two criteria necessary for teachers of the gifted are noted to be an ability to relate effectively to the group of youngsters being taught and an openness to change; and suggestions for assessing teacher competency are given. Presented is an analysis of various preservice training programs and a comparison of the major methodological differences in them, as well as a review of past and current practices. Variations of inservice training models are described, compared, and contrasted, and evaluation results are reported for each of the following: summer institutes, demonstration centers, and service centers. Appended is a list of university training programs offering either graduate or undergraduate degrees in education of the gifted. (SB)

ED 119 454 EC 082 492

Klebe, Edward R.

Key Facts on the Handicapped. (HD 7575 A, 75-16 ED).

Library of Congress, Washington, D.C. Congressional Research Service.

Report No—HD-7275-A

Pub Date Apr 75

Note—35p; Page 29 may reproduce poorly due to undersized print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Definitions, Exceptional Child Research, Handicapped, *Handicapped Children, *Incidence, Special Education, *Statistical Data, Vocational Rehabilitation

Presented are a statistical overview of the total handicapped population; detailed statistics on the blind, deaf and hard of hearing, mentally retarded, and mentally ill; and statistics on the Federal-State vocational rehabilitation program. Statistics are from 1970 to 1975 and are usually provided both for the nation as a whole, by state, for different age groups, by degree of handicapping severity, and per cent being served. Vocational rehabilitation data include numbers and percent served overall and by state. Also included is a section on handicapped youth including statistics on the per cent receiving special educational services. A concluding section provides definitions of visually impaired, hearing impaired, speech impaired, crippled or other health impaired, mentally retarded, emotionally disturbed, and learning disabled. (DB)

FL

ED 119 455

FL 004 634

Hahn, Sidney Mayfield

The Effect of Music in the Learning and Retention of Lexical Items in German.

Pub Date 72

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cognitive Processes, *German, Grade 7, *Language Instruction, Learning Processes, *Music, Recall (Psychological), *Retention, Secondary Education, *Second Language Learning, Teaching Methods, Vocabulary, Vocal Music, Word Recognition

The purpose of the study reported in this paper was to investigate the effectiveness of music as a mediation factor in the learning and retention of lexical units in German language sequences. The main question to be considered was whether or not the addition of melody and rhythm would constitute an aid or a hindrance to the Ss in learning the body of a text, as measured by retention of individual items within the sequences originally presented. Thirty-eight subjects, nineteen boys and nineteen girls, were selected from seventh grade beginning German classes in a midwestern junior high school. Two media consisting of four songs and four dialogs were used. Tests for retention of items in the original context were of four types: German-cued recognition, English-cued recognition, uncued recall, and English-cued recall. A German-cued recognition test was used to retest all items in a different context. The results indicate that music is an effective mediating factor in the learning and retention of lexical items in German language sequences, and that boys in particular appear to benefit in learning such materials with addition of the kinesthetic and sensory experiences afforded by listening to and singing songs. (Author/CLK)

ED 119 456

FL 004 790

Clark, Carolyn Louise

Black Dialect and Elementary Reading Texts: A Linguistic Analysis of Three Basal Series.

Pub Date 73

Note—95p; M.A. Thesis, University of Washington

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Basic Reading, Beginning Reading, Elementary Education, Instructional Materials, Literature Reviews, Low Achievers, Morphology (Languages), Negro Achievement, Negro Culture, *Negro Dialects, Phonology, Reading Achievement, *Reading Instruction, Reading Materials, Syntax, *Teaching Methods, *Textbook Evaluation

Identifiers—*Black English

Children who speak the black dialect usually are low classroom achievers. Teachers must understand differences between Black English (BE) and the reading text. This paper shows how black children experience difficulties with reading programs. Three basal reading series are analyzed. Initial Teaching Alphabet - phonics; Scientific Research Associates - spelling patterns; and Scott Foresman - look-say. Reading comprehension in-

volve external cues, cues within words, cues in the flow of language and cues within the reader. There is abundant evidence that a reading program succeeds as it relates to students' language habits. The phonology, morphology and syntax of BE are analyzed here. The three methods of teaching reading are analyzed, and the Initial Teaching Alphabet method is seen as least valid for teaching black children because of its phonological inconsistencies. It attempts to set up a correspondence between phonetic and orthographic segments of English, without providing for language cues outside this correspondence. The SRA method emphasizes mastery of sound-symbol correspondence, and many exercises require phonetic distinctions not in the black dialect. The Scott Foresman series uses all reading cues and emphasizes comprehension while allowing linguistic freedom. Whichever system is used, teacher skills, attitudes and dialect understanding are crucial to black reading success. (CHK)

ED 119 457 FL 005 384

Baslaw, Annette
How Shall We Humanize Foreign Language Teacher Training?
Pub Date 19 Nov 73
Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Bibliographies, *Humanistic Education, *Humanization, Human Relations, Interpersonal Competence, *Language Instruction, *Language Teachers, Psychoeducational Processes, Psychological Needs, Sensitivity Training, *Teacher Education, Teacher Education Curriculum

In our concern with passing on information and acquisition of specific skills, we lose sight of the essential goal of education as the improvement of the quality of life and the development of sensitive, self-actualizing individuals. As teacher educators, we must teach students a humane approach in the classroom. Through a sensitive examination of the target language and culture, students can sense the reality and authentic meaning of the foreign language. Language study permits new self-awareness and a larger perception of the world. Teacher trainees can be made aware of the use of human development techniques in language education. Teacher education must consider the needs of the student teacher, to enable him to discover the teaching behavior that best suits his needs and goals. To answer some of these needs, a seminar is run concurrently with practice teaching to explore problems and experiences among instructors and student teachers. By discussing feelings and anxieties students may understand their own reactions to teaching, with group support. Guest speakers lecture on communication skills, simulation techniques and group dynamics; field trips are taken to drug rehabilitation centers and resource centers. An extensive bibliography of resources in humanistic teacher education is included. (CHK)

ED 119 458 FL 007 087

Zierer, Ernesto, Comp. And Others
Relacion Clasificada de los Trabajos del Departamento (Annotated Bibliography of Department Publications).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Lingüística.

Pub Date May 74

Note—42p.; In Spanish

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—"Bibliographies, Contrastive Linguistics, Diachronic Linguistics, Dictionaries, Glossaries, *Language Instruction, *Language Research, *Linguistics, Programed Instruction, Psycholinguistics, Resource Materials, Sociolinguistics, *Spanish, Translation

This is a bibliography of the publications of the Department of Languages and Linguistics at the University of Trujillo in Peru from 1959 through 1974. The 323 entries include works both by department members and others. The bibliography is divided into three main categories: (A) Linguistics, the principal areas being (1) General Studies, (2) Contrastive Studies, (3) Diachronic Studies, (4) Translation, (5) Individual Language Studies, (6) Bilingual and Multilingual Glossaries and Dictionaries, (7) Psycholinguistics, (8) Sociolinguistics, (9) Foreign Language Teaching, including (1) Evaluation, (2) Curriculum, (3) Methods, (4) Organization and Planning, (5) Cybernetic Technology; and (C) Programed and Educational Instruction. While the majority of ti-

ties is in Spanish, a large number is in English, and a few in German or French. Author and publication indexes are provided. (CLK)

ED 119 459 FL 007 132

Filipovic, Rudolf

A Contribution to the Method of Studying Anglicisms in European Languages.

Pub Date 74

Note—16p.

Journal Cit.—Studia Romanica et Anglica Zagrebiana; n37 p135-148 1974

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bilingualism, *Contrastive Linguistics, *Cross Cultural Studies, *Cultural Exchange, *Culture Contact, English, Finno-Ugric Languages, Modern Languages, Romance Languages, Slavic Languages, *Synchronic Linguistics

Identifiers—Anglicisms, Germanic Languages, *Linguistic Borrowing

Language contact and word borrowing can best be studied in the behavior of bilingual speakers. To establish the universals in language contact and borrowing we must work on a rich and representative corpus. English will be the only lending language, and various European languages the receivers. To narrow the corpus, certain characteristics are singled out. A language qualifies if it has any category in its structure not found in English, or if it lacks one English has. In addition, languages are selected as being most typical and least typical of the Germanic, Romance, Slavic and Finno-Ugric groups. Intensity and length of contact with English are possible criteria; French and Dutch are two with long-time contact. A young language such as Macedonian may be included since its development can be easily traced. Albanian and Turkish would be included because, among other reasons, they are the only representatives in Europe of their groups. Irish and Welsh are excluded because their subordinate relationship with English is unique. English borrowings may be direct or through an intermediary, and may be oral or written. English often serves as an intermediary language for words from other parts of the world to enter European languages. (CHK)

ED 119 460 FL 007 185

Godfrey, Dennis

Listening Instruction and Practice for Advanced ESL Students.

Pub Date 6 Mar 75

Note—22p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (9th, Los Angeles, California, March 6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—"Advanced Students, Cognitive Processes, Discourse Analysis, *English (Second Language), *Language Instruction, Language Skills, Learning Processes, Listening Comprehension, *Listening Skills, Second Language Learning, *Teaching Methods

Identifiers—"Language Processing

This paper attempts to enact Rivers' (1971 and 1972) urgings to base ESL listening instruction on both psychological and linguistic findings and contends that advanced ESL students' listening needs call for improvement in processing spoken English discourse. Psychological data on memory span is cited to demonstrate that advanced ESL students differ from intermediate ESL students and from native speakers in processing capacity of a particular type. Linguistic discourse analysis findings are cited to demonstrate the types of clues and continuities ESL listeners must attend to if they are to adequately comprehend spoken English discourse. A three-phase approach of listening instruction and practice for advanced ESL students is proposed to meet the discourse processing needs discussed. Phase One consists of practice aimed toward increasing students' familiarity with and accuracy in processing intrasentential items and thus toward reducing the processing time devoted to intrasentential items. Phase Two pushes students to expand the time they have left over for processing discourse relations by requiring them to perform operations beyond those necessary for processing individual sentences. Phase Three consists of instruction in the types of discourse clues and continuities available to listeners and practice in attending to such clues and continuities. (Author)

ED 119 461

FL 007 279

Dill, Wolfgang And Others

Second-Language Education and Career Education. Guidelines for the Integration of Second-Language Education and Career Education.

Pub Date 75

Note—112p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—"Career Education, Career Planning, Curriculum Guides, *Educational Objectives, Elementary Secondary Education, *Language Instruction, *Learning Activities, Resource Materials, *Second Language Learning, Teaching Guides

This book is a guide and work manual for all second language teachers. Convinced that the study of other languages and cultures can have a very positive effect on a person's various life roles, the author endeavored to present teaching goals and learning activities which contribute to the preparation of students to be successful in their life roles as learner, citizen, consumer, producer, and family member. The main part of this manual describes many possible second language learning activities under the following course goals, which require students to: (1) be able to examine personal values; (2) value positive attitudes toward self and others, and toward work; (3) know the physical, psychological, and educational requirements of various life roles; (4) know the value of leisure-time activities; (5) be able to explore career possibilities and prepare for a career requiring skills in the second language; and (6) know the techniques for obtaining employment. An extensive section on resources, which offers information to help the teacher implement the suggested learning activities, is divided into three main sections: (1) book companies; (2) agencies and sources of information; and (3) bibliography for general information; special information for French, German, Latin, Russian, and Spanish; and vocational information. (Author/CLK)

ED 119 462

FL 007 285

Scott, Grace C.

An Overall View of English in Mexico.

Pub Date Mar 75

Note—6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Los Angeles, Calif., March 4-9, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Education, Articulation (Program), Educational Television, Elementary Secondary Education, *English (Second Language), Higher Education, Inservice Teacher Education, *Language Instruction, *Language Programs, *National Programs, Public Schools, *School Systems

At pre-primary and primary levels in Mexico there are 50,000 schools, where English is not required. There are about 3,000 bilingual private English/Spanish schools, but no overall standards apply for the English program. At the secundaria (junior high) level, 2,200,000 students attend 6,500 schools, and are required to study English or French three hours a week for three years. About 95 percent study English. There are 10,000 English teachers at this level, and classes have over 50 students. Private schools have a more extended program and smaller classes. Private commercial and technical academies teach business or technical English, but there is no program coordination. An inservice training program was instituted recently to train English teachers all over the country. At present only 10 percent have had teacher training courses. A television program broadcasts secundaria-level programs, including English. At the preparatoria or high school level, there are about 50,000 students, and schools have no coordination of English programs. At university level, each school has its own program, and many have foreign language centers. Numerous private institutions and bicultural centers offer English courses to adults. (CHK)

ED 119 463

FL 007 286

Ilyin, Donna

Assessing Oral Communication in Adult Program English Second Language Classes.

Pub Date [76]

Note—19p.; Revised edition of paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (TESOL) (New Orleans, Louisiana, March 3-7, 1971)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Adult Education, Communication Skills, *English (Second Language), Interviews, Language Fluency, Language Instruction, Language Proficiency, Language Skills, *Language Tests, *Oral Communication, Second Language Learning, *Test Construction

Even though modern methods of teaching emphasize listening and speaking, seldom are students of English tested in a standardized way on their ability to communicate through these skills. Many people learn to communicate well enough to conduct daily affairs in a new language, yet are unable to read, write, or speak any educated form of it. They are often required to take tests designed for native speakers or for foreign students entering colleges and universities in the United States. Such tests are inappropriate and too difficult for most students enrolled in adult school ESL (English as a Second Language) courses. These students need tests designed and developed on adult school ESL students. They especially need tests that measure their ability to understand and communicate orally—even if inaccurately. This paper describes the development and field testing of an oral interview designed to assess oral communication in a contextual setting. While the test is easy to administer, examiners must become familiar with its uniqueness. It is hoped that the interview will be useful to ESL programs, basic education programs, industry, and employment agencies in more objectively assessing foreign and second language speakers' oral levels of English proficiency. (Author)

ED 119 464 FL 007 310

McDonald, Richard R.

Glossolalia: A Selected Bibliography.

Pub Date Dec 75

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Bibliographies, Booklists, Churches, *Psycholinguistics, *Religion, Speech

Identifiers—*Glossolalia

This bibliography was designed to aid a study of Holiness snake-handling churches in Appalachia. The bibliography includes items published between 1964 and 1974, and has been restricted to this time period in order to pay adequate attention to the use of tongues in "today's church." No effort has been made to include newspaper articles or foreign language publications. Some entries include brief annotations, generally excerpted from "Psychological Abstracts," "Language and Language Behavior Abstracts," or "Dissertation Abstracts International." Some entries were taken from bibliographies by Watson E. Mills and Ira Jay Martin. (CHK)

ED 119 465 FL 007 316

Bilingualism: A Bibliography of 1000 References with Special Reference to Wales. Welsh Studies in Education, Vol. 3.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date 71

Note—91p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Academic Achievement, *Bibliographies, *Bilingual Education, *Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, Educational Policy, English, Foreign Countries, Intelligence, Language Programs, *Language Research, *Welsh

Identifiers—United States, *Wales

The growth of interest in bilingualism since the 1960 edition of this bibliography has prompted this revision and update. Entries include scholarly articles, theses and dissertations, newspaper articles and books, and concern numerous aspects of bilingualism as it relates to education, intelligence, government and social relations. Publications are mainly in English or Welsh, and the list includes references from the end of the 19th century to 1970. A subject index is provided, for which the headings are: bilingualism in Wales, bilingualism in universities and colleges, other bibliographies, bilingualism in general (including research studies and methodology, intelligence, educational progress, and school programs and policies). (CHK)

ED 119 466 FL 007 333

Masciantonio, Rudolph

The Classical Greek Program in the School District of Philadelphia.

Pub Date 28 Nov 75

Note—5p.; For related documents, see ED 044 958, 112 640, 112 655, and 115 117; Not available in hard copy because of marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classical Languages, Classical Literature, Cultural Education, Curriculum Design, *Greek, *Language Instruction, *Language Programs, *Material Development, *Program Descriptions, Secondary Education, Second Language Learning, Teaching Methods, Uncommonly Taught Languages

Identifiers—*Pennsylvania (Philadelphia)

Classical Greek is taught as an elective to over 200 students in seven secondary schools of the School District of Philadelphia. In the past decade the restoration of Greek studies to the classical curriculum was called for, and in 1968 a Greek Curriculum Committee was established in Philadelphia to develop a program and instructional materials. Because most extant Greek texts were aimed at college students and utilized the traditional grammar-translation approach, the committee developed its own materials based on the following principles: (1) Greek civilization, literature, history and culture should relate to the students' experience. The Hellenic effect on art, architecture, government, law, medicine and literature should be emphasized. (2) The course should be an instrument of general education of value to students of all backgrounds and abilities, as an end in itself. Instruction should be lively and dramatic. (3) Direct method and aural-oral teaching should be employed. (4) English vocabulary building through Greek stems should be stressed. Levels Alpha and Beta of the course, entitled "The Ancient Greeks Speak to Us," have been completed so far. Locally developed materials include teachers' guides, programed texts, tapes and visual cue cards. Certain commercially available aids are also used. (CHK)

ED 119 467 FL 007 339

Wells, Gordon

Language Development in Pre-School Children: Transcripts of Children's Speech.

Bristol Univ. (England). School of Education.

Spons Agency—Social Science Research Council, London (England).

Pub Date [75]

Note—8p.; The transcripts are available from Gordon Wells, Project Director, School of Education Research Unit, Univ. of Bristol, 19 Berkeley Square, Bristol BS8 1HF England

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Language, *Language Development, Language Learning Levels, Language Research, Microphones, Phonotape Recordings, Preschool Children, Psycholinguistics, *Tape Recordings, *Verbal Development

A longitudinal study of language development is being conducted in which ten recordings of spontaneous speech are being made of 128 children at 3-month intervals. Children were stratified with respect to age, sex, birth month, social and educational family background and family occupations. A matrix was constructed for two groups of children, with entry ages of 15 months and 39 months. Recordings are made with a radio-microphone worn by the child. The radio receiver and the tape recorder are placed in the home and programmed to switch on for periods of 90 seconds at intervals of about 22 1/2 minutes between 9 A.M. and 6 P.M. The recording is later played to the mother to determine as much of the context and circumstances of the speech as possible. In the printed transcripts (not included here), the child's speech is in the left hand column, the speech of other participants in the center and contextual information on the right. Interpretations of utterances and descriptions of intonation are included where applicable. So far, the first recordings of each child have been transcribed and prepared for publication, totaling about 2500 pages. (CHK)

ED 119 468 FL 007 340

Esterhill, Frank

The International Vocabulary in the New Swedish Gymnasium. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue - Papers from the Seminar on Interlinguistics.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Dec 75

Note—29p.; Paper presented at the Annual Meeting of the Modern Language Association (90th, San Francisco, California, December 26-30, 1975)

Available from—Frank Esterhill, Executive Director, Interlingua Institute, Box 126, Canal St. Station, New York, New York 10013 (HC \$3.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classical Languages, *Course Descriptions, Etymology, *Greek, Instructional Materials, Language Instruction, Language Patterns, *Latin, Morphology (Languages), *Secondary Education, Textbooks, *Vocabulary

Identifiers—*Interlinguistics, Sweden

Due to the educational reforms in Swedish schools following the Second World War, Latin became an elective course at the secondary level. Although it was agreed that a disproportionate amount of time was being spent on Latin, it was felt that a knowledge of Latin principles of word formation could still be useful. This paper describes a course devised to: (1) treat the parts of Latin and Greek which still function as everyday ingredients of Western languages in general vocabulary, scientific terminology, and proverbs and quotations; and (2) cultivate sensitivity for the functions of language and impart knowledge of the cultural-historical role of the classical languages. It is expected that students will learn to recognize significant Latin morphemes in English, French, German, Italian, and Swedish, and to analyze compounds into their constituent elements. The course curriculum includes a study of the history of the Latin alphabet, with transliteration of Greek and Cyrillic characters, and studies of language families, cognates, loan words and borrowings, word formation, and the historical role of Latin in the fields of geography, publishing, religion, and science. Textbooks for the course are discussed. (CLK)

ED 119 469 FL 007 352

Fisiak, Jacek, Ed.

Papers and Studies in Contrastive Linguistics, Vol. 3. The Polish-English Contrastive Project.

Adam Mickiewicz Univ. in Poznan (Poland); Center for Applied Linguistics, Washington, D.C.

Pub Date 75

Note—288p.; For related documents, see ED 115 079-080 ABA22

Available from—Center for Applied Linguistics, East European Projects, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Comparative Analysis, *Contrastive Linguistics, *English, English (Second Language), Form Classes (Languages), *Grammar, *Language Instruction, Phonology, *Polish, Second Language Learning, Semantics, Syntax, Transformational Generative Grammar

This collection of 19 papers is the third resulting from the Polish-English Contrastive Project. The overall purposes of the project are to prepare a Polish-English contrastive grammar and to develop pedagogical material. The basic model used for the research is the transformational generative one. This volume is divided into 3 sections: (1) General—6 articles dealing with general aspects of contrastive analysis and its implications for language instruction, (2) Phonology—4 articles dealing with the contrasts between Polish and English phonology, and (3) Grammar—9 articles dealing with topics in contrastive syntax and semantics. A review section follows, along with a bibliography of English-Polish contrastive studies in Poland. (CLK)

ED 119 470 FL 007 376

Chinchor, Nancy

A Treatment of Passives and Pronouns in Lummi Matrix Sentences. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Aug 75

Note—21p.; Paper presented at the International Conference on Salishan Languages (10th, August 14-16, 1975)

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indian Languages, Descriptive Linguistics, Form Classes (Languages), Language Patterns, Language Research, *Morphology (Languages), *Pronouns, *Salish, Sentence Structure, *Verbs
Identifiers—*Lummi

A conservative analysis of simple declarative sentences in Lummi is given in order to clarify the role of the morpheme "ng" (a phonetic approximation of this morpheme) and the order and form of pronouns. In Lummi the combination of the transitivizer and "ng" acts as a passive marker on the verb. However, there are cases where the passive cannot be formed as well as cases where it is optional or obligatory. The interaction of the passive and the irregularity in the pronouns is discussed. In Lummi there are at least two kinds of pronouns in matrix sentences: subject pronouns and object pronouns. These cliticize onto the verb in all cases. The interesting irregularity is in the third person subject pronoun "-s". Here it is proposed that "-s" is in some cases a third person pronoun and in others an agreement marker on the verb. (Author)

ED 119 471 FL 007 384

Morgenroth, Robert L. And Others
Progress Report on the South Carolina Market for Foreign Languages Study.

Pub Date Dec 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Business, Career Opportunities, Educational Demand, Educational Supply, *Employment Opportunities, *Job Skills, *Labor Market, Language Enrollment, Language Fluency, *Language Instruction, *Language Skills, Modern Languages, School Surveys, Second Language Learning, Second Languages, State Surveys

Identifiers—*South Carolina

The Market for Foreign Languages Study was begun in South Carolina to ascertain both the state's projected needs for modern foreign language competencies and the state's foreign language resources over the next five years. Questionnaires have been sent to industrial plants, secondary schools, and junior and senior colleges. Of the plants responding, 21.48 percent presently use or expect to use foreign language skills. Such firms engage in business abroad and use the languages in manufacturing or marketing. Staff members speaking foreign languages do needed translations or use the language in overseas business or with foreign businessmen in South Carolina. Most businesses would like to employ engineering or management graduates with foreign language skills. Languages that will be needed most in the future are German, Japanese, Spanish, French, Chinese, Portuguese, Russian, and Swedish. Of the schools questioned, most teach some foreign language, chiefly French, German, Russian, and Spanish. Enrollment in high school language classes is constant or growing; in college it is tending to decline. Schools also gave their activities and plans in regard to dropping or adding foreign languages and their policies on foreign language requirements. Reasons given by the educators indicate that languages are generally selected because they are traditional, rather than because of community needs. The future outlook is that the business community will develop a substantial demand for people fluent in Japanese and Chinese before schools can meet the need. Copies of the survey forms and accompanying letters are appended. (CHK)

ED 119 472 FL 007 388

University of Minnesota Foreign Language Curriculum Units: 1976.

Minnesota Univ., Minneapolis. Dept. of Foreign Language Education.

Pub Date 75

Note—28p.; For related document, see ED 107 127

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Catalogs, Cultural Context, French, German, *Instructional Materials, *Language Instruction, *Modern Language Curriculum, *Resource Materials, Spanish, *Teacher Developed Materials

The first University of Minnesota Work-In was conducted in 1971 in the belief that specially prepared and appealing materials would motivate students to study foreign languages longer. The preparation of culturally authentic materials was seen as a process of definition of objectives,

selection of interesting activities and evaluation of learning provided. This format is followed by all University of Minnesota materials, in order to motivate students to study foreign languages as functional languages. The materials offered in this catalogue are not commercial, letter-perfect products, but were prepared by teachers for their own use and should be helpful to other teachers. Units are listed by language (French, Spanish and German), alphabetically according to the name of the unit. Following the title is an indication of the level with which the unit would work best, and a brief description, of the unit itself. Many contain tapescripts, but no slides or tapes are available, except in a few cases where indicated. Prices are noted, and an order blank is included. (CHK)

ED 119 473 FL 007 403

Lowe, Pardee, Jr.

The Oral Interview - A Criterion-Referenced Test?

Pub Date Nov 75

Note—20p.; Paper presented at the meeting of the American Council on the Teaching of Foreign Languages (Washington, D.C., November 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Criterion Referenced Tests, Interviews, Language Instruction, Language Proficiency, *Language Tests, Linguistic Performance, Listening Comprehension, Oral Expression, Second Language Learning, *Second Languages, Speech Evaluation, *Speech Skills, *Speech Tests

Identifiers—*Oral Interviews

The oral interview may be viewed as a criterion-referenced test for making either/or decisions about functional use of spoken language. Speech production can be tested by either the oral interview or the Valdis (1972) "Performance Objectives for Speaking," and dialogue between the two systems can be profitable. Current literature on criterion-referenced testing and performance objectives suggests that the major problem in previous speaking tests lay in not specifying the test's parameters. A book by Vallette and Disick and the Defense Language Institute's Handbook both suggest specifying what the task is designed to show, the nature of the task, how the task shall be tested, conditions under which the test will be taken, and criteria used to determine performance. The U.S. Government regularly conducts language proficiency tests by means of oral interviews. The Civil Service Proficiency Definitions rank ability in five levels from elementary to native or bilingual Proficiency. At the CIA Language Learning Center, additional guidelines for assigning proficiency levels and language grammar grids are also used. Guidelines cover speaking ability in subject matter and quality, as well as understanding. Oral interview tests are conducted to determine if a candidate communicates well enough in the target language to perform his job abroad, and how his performance compares with that of an educated native speaker. (CHK)

ED 119 474 FL 007 406

Valette, Rebecca M.

Teaching and Learning for Communication.

New York State Association of Foreign Language Teachers.

Pub Date Jan 76

Note—8p.

Journal Cit—Language Association Bulletin; v27 n3 p5-11 Jan 76

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Classroom Techniques, Communication Skills, German, *Language Experience Approach, *Language Instruction, Language Skills, *Second Language Learning, Student Attitudes, Success Factors, *Teaching Methods

When the author's family spent a year in Germany, two of the children attended German schools, where they were forced to learn German for all communication. On the basis of that experience, it is suggested that classrooms employ situations similar to total immersion in language teaching. Teaching and learning for communication depend on three factors: (1) meaningful use of language, (2) understanding what words mean and how patterns operate, and (3) a feeling of success in the learner. The free learner immersed in a foreign language environment learns language in a situational context. In the classroom, if actions and picture are associated with vocabulary, listening comprehension is developed. Crea-

tive use of the language should be encouraged, as students express original sentences. Situational contexts help clarify vocabulary and grammatical structures. Use of the native language to explain structures is helpful in understanding language patterns, and helps particularly the older learner acquire the language faster. Success and a positive attitude may be generated by presenting material in short lessons, which are less discouraging and easier to master. Creative review and communication also lead to a warm atmosphere and a sense of accomplishment. (CHK)

ED 119 475 FL 007 410

Mullen, Dana Koester, Allison

LaREC: Language through Recreation. A Handbook for Program Developers.

Saskatchewan NewStart, Inc., Prince Albert.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date Mar 75

Note—258p.

Available from—Information Canada, Box 1565, Prince Albert, Saskatchewan (\$3.95)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Community Recreation Program's, *Ethnic Groups, Guides, Language Fluency, *Language Instruction, Language Planning, Language Programs, *Models, Oral Communication, *Program Planning, *Recreation, Teaching Methods

Identifiers—*Canada, Language Maintenance

This handbook was prepared for use by the various ethnic associations in Canada whose members want to find effective means of helping their children learn or maintain their ancestral language. The program described involves the use of recreational activities for language instruction, based on the theory that the nature of and motivation for recreational activities make them an effective vehicle for language learning. It is believed that a recreational situation enhances the learning process because no artificial motivation is required; activities are enjoyable, interesting and purposeful to the individual; and the highly emotionalized nature of recreational situations gives them a potential for learning. The principal focus is on oral comprehension and fluency in the ancestral language in question. The four basic steps in the development of a local LaREC program are discussed in detail. They are: (1) the preparation of a proposal, including identification of objectives, expenses, sources of income, and local variables; (2) preparation of a general scheme, including identification of objectives for one season, organization of appropriate activities, fund raising, and obtaining supplies and personnel; (3) carrying out the LaREC program for a season; and (4) evaluation of the program. The appendices provide references, instructions for building tables for a preschool play group, and number and counting activities for language practice. (CLK)

ED 119 476 FL 007 419

Scollon, Ronald

One Child's Language from One to Two: The Origins of Construction. Working Papers in Linguistics, Vol. 6, No. 5, July-September 1974.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date May 74

Note—310p.; Ph.D. Dissertation, University of Hawaii

Available from—University Press of Hawaii, Honolulu, Hawaii 96822 (revised version)

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—*Child Language, Discourse Analysis, Interaction, *Language Development, Language Patterns, Language Research, Language Usage, Oral Communication, *Psycholinguistics, Research Methodology, *Semantics, Sentence Structure, *Syntax

In speaking a child sometimes makes constructions in which a sequence of separate utterances expresses a semantic relation not expressed by either utterance. These "vertical constructions" are the main point of this study. Previous studies of construction in child language have largely dealt with sentences. In this study, sentences are called "horizontal constructions" to distinguish them from vertical constructions and to point up the constructional nature of sequences which are not sentences but, rather, discourses, i.e., vertical constructions. The importance of vertical construction is demonstrated on the grounds that these constructions are the developmental basis

for horizontal constructions. Once horizontal constructions are developed, vertical construction continues as an active process, resulting in more complex constructions. The second point of this study is methodological. Despite the importance of vertical construction in the development of language, investigators have not discussed this phenomenon because their research has been limited to the study of phonology or sentences. This study, by including one-word utterances, repetitions, unintelligible utterances and discourses, points out the developmental continuity from early conversation to later sentences and proposes that language is learned, primarily in the communicative interactions between the child and other speakers in the speech community. (Author/CLK)

ED 119 477 FL 007 434

Enwall, Beverly Joiner, Elizabeth

En Francais: A Supplement of Classroom Activities.

South Carolina State Dept. of Education, Columbia.

Pub Date Oct 75

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Closed Circuit Television, *Curriculum Guides, Educational Games, *Educational Television, *French, *Language Instruction, *Learning Activities, Pattern Drills (Language), Second Language Learning, Supplementary Textbooks, Television Curriculum

This classroom activity supplement is designed to accompany the "En Francais" language instruction series (programs 1-13) used on closed circuit television in South Carolina. It is intended to enrich classroom follow-up of the film program and to provide a variety of activities and suggestions for teaching French language skills. Lessons introduce vocabulary and grammatical structures, and follow with questions and activities related to the film and further non-related activities. Drills, games, oral and written questions and answers, captioned cartoons, pictures and situation enactments are some of the suggested activities and aids. (CHK)

ED 119 478 FL 007 435

Enwall, Beverly Wannamaker, Patricia

Guten Tag: A Supplement of Classroom Activities.

South Carolina State Dept. of Education, Columbia.

Pub Date Aug 75

Note—145p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Closed Circuit Television, *Curriculum Guides, Educational Games, *Educational Television, *German, *Language Instruction, *Learning Activities, Pattern Drills (Language), Second Language Learning, Supplementary Textbooks, Television Curriculum

This classroom activity supplement is made to accompany the "Guten Tag" language instruction series used on closed circuit television in South Carolina. It is intended to enrich classroom follow-up of the film program and to provide a variety of activities and suggestions for teaching German language skills. Lessons introduce vocabulary and grammatical structures, and follow with questions and activities related to the film and further non-related activities. Drills, games, oral and written questions and answers, and enacted conversations stimulated by picture cue cards are some of the suggested activities. (CHK)

ED 119 479 95 FL 007 438

Lew, Gordon

The Story of Ching-Ming.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date [71]

Note—20p.; For related documents, see FL 007 439-443 and FL 007 492

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biculturalism, *Bilingual Education, Bilingual Students, Cantonese, *Chinese, *Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, *Cultural Education, Elementary Education, Instructional Materials, *Reading Materials

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated in America. This booklet follows the activities of a Chinese-American family on "Ching-Ming Day." (CLK)

ED 119 480 95 FL 007 439

Lew, Gordon

Winter Festival.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date [71]

Note—17p.; For related documents, see FL 007 438-443 and FL 007 492

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biculturalism, *Bilingual Education, Bilingual Students, Cantonese, *Chinese, *Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, *Cultural Education, Elementary Education, Instructional Materials, *Reading Materials

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. This booklet describes the occasion for the Winter Festival (the beginning of winter) and follows a Chinese-American family in its preparation for and celebration of the season. (CLK)

ED 119 481 95 FL 007 440

Lew, Gordon

The Moon Festival Is Here.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date [71]

Note—16p.; For related documents, see FL 007 438-443 and FL 007 492

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biculturalism, *Bilingual Education, Bilingual Students, Cantonese, *Chinese, *Chinese Americans, Chinese Culture, Cultural Awareness, *Cultural Background, Elementary Education, Instructional Materials, *Reading Materials

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. This booklet describes the celebration of the harvest-time holiday called the Moon Festival. (CLK)

ED 119 482 95 FL 007 441

Lew, Gordon

Dragon Boat Festival.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date [71]

Note—17p.; For related documents, see FL 007 438-443 and FL 007 492

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biculturalism, *Bilingual Students, Cantonese, *Chinese, *Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, Instructional Materials

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. This booklet describes the celebration of the Dragon Boat Festival, which marks the beginning of summer. A brief background to the festival is provided in English. (CLK)

ED 119 483 95 FL 007 442

Lew, Gordon

The Story of the Red Envelopes.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Feb 71

Note—17p.; For related documents, see FL 007 438-443 and FL 007 492

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biculturalism, *Bilingual Education, Bilingual Students, Cantonese, *Chinese, *Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, *Cultural Education, Elementary Education, Instructional Materials, *Reading Materials

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English and designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. This booklet describes in narrative form the meaning of the red envelopes given with money gifts at Chinese New Year and other festivities. A page of notes in English explaining the custom is also provided. (CLK)

ED 119 484 95 FL 007 443

Lew, Gordon

Preparing for Chinese New Year.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date [71]

Note—17p.; For related documents, see FL 007 438-442 and FL 007 492

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biculturalism, *Bilingual Education, Bilingual Students, Cantonese, *Chinese, *Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, *Cultural Education, Elementary Education, Instructional Materials, *Reading Materials

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This is one of a series of elementary readers written in Cantonese and English, designed to familiarize children with the traditional major Chinese festivals celebrated by the Chinese in America. The booklet follows the activities of a Chinese-American family in its preparations for the Chinese New Year. (CLK)

ED 119 485 95 FL 007 444

Chew, Lauren

Practice Speaking Cantonese.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Jul 75

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Audiovisual Aids, *Bilingual Education, *Cantonese, *Chinese, Elementary Education, *Instructional Materials, Language Instruction, Phonotape Recordings, Second Language Learning, Textbooks

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This is a home study unit designed for students learning Chinese as a Second Language (CSL). The lessons in this home study unit are coordinated with Level 1 of "Chinese as a Second Language," and include words and phrases, conversations and self tests. The 32 lessons deal with: greetings (lesson 1), getting acquainted (2), asking people's ages (3), addresses (4), phone numbers (5), days of the week (6), colors (7), classroom phrases (8 and 9), the use of "want" and "have" (10-14), the use of classifiers (15-17), parts of the body (18-20), the use of question words (21-27), the use of "place" words (28), two forms of "thank you" (29), the use of "people" words (30-31), and the use of "family member" words (32). Five short skits are also provided for practice of newly learned materials. (CLK)

ED 119 486 95 FL 007 445

Kwok, Irene Sung, Robert

Practical Cantonese for Teachers. Level 1.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (D-HEW/OE), Washington, D.C.

Pub Date Dec 74

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Bilingual Education, *Cantonese, *Chinese, Inservice Teacher Education, *Instructional Materials, Language Instruction, Language Skills, *Language Teachers, Teacher Education, Teacher Improvement, Textbooks

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This handbook, the first of two levels, is designed to help teachers refine and expand their language skills in spoken Cantonese. The handbook is written in spoken Cantonese form, which means that many Chinese characters are included that represent Cantonese expressions not found in standard written Chinese. The handbook is divided into 15 units, each containing pattern drills, practice of common terms and expressions, and conversations. The contents include vocabulary items and dialogues useful in a school setting; the principal topics are names, the school building, classroom items, directions, colors, the playground, parent-teacher conferences, and Parts of the body. An outline of Cantonese phonetic symbols is provided. The appendix includes a list of classifiers, a list of the titles of school staff and officials, and a sample Progress report for evaluating individual students. (CLK)

ED 119 487 FL 007 454
Lutz, Marjorie

The Development of Foreign Language Aptitude Tests: A Review of the Literature.

Educational Testing Service, Princeton, N.J.
Report No.—ETS-TDR-66-4

Pub Date Sep 67

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Aptitude Tests, *Language Ability, *Language Learning Levels, *Language Proficiency, *Language Tests, *Literature Reviews, *Predictive Ability (Testing), *Predictive Measurement, *Second Language Learning, *Test Construction, *Test Reliability, *Test Reviews
Identifiers—*Language Aptitude, *Modern Language Aptitude Test

Early language aptitude tests were generally tests of ability in English or work-sample tests in the target language or an artificial language. Recent work has involved various correlational studies and factor analyses to determine what factors correlate most with success in foreign language learning. Approaches include: (1) correlations of several language aptitude tests with the U.S. Air Force Schools English Comprehension Level Tests to study English learning ability in foreign students; (2) a predictor study using the vocabulary and paragraph reading sections of the Pennsylvania State College Academic Aptitude Examination, and (3) a study involving work-sample tests and artificial languages. Factor analytic studies seem of greater relevance now, to analyze and measure abilities constituting language aptitude. A study by Gardner and Lambert analyzed 24 variables of language skills and mental abilities and identified four as indices of second language skills. A study by Pimsleur, Stockwell and Comrey concluded that verbal intelligence and motivation were the main success factors. The Modern Language Aptitude Test consists of five subtests concerning number learning, phonetic script, spelling clues, words in sentences and paired associates. Reviews of the MLAT indicate that it is probably the most effective available, but criticize certain aspects. (CHK)

ED 119 488 FL 007 456
Taylor, Harvey M.

The Role of the Reading Teacher in Adult Basic Education - TESL.

Pub Date [73]

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Adult Basic Education, *Adult Learning, *Adult Literacy, *Adult Reading Programs, *Cultural Differences, *Educational Diagnosis, *English (Second Language), *Handwriting, *Individualized Instruction, *Interference (Language Learning), *Oral Reading, *Pronunciation, *Reading Ability, *Reading Instruction, *Second Language Learning, *Silent Reading, *Teacher Role, *Teaching Methods

In teaching reading in English as a second language, teachers must diagnose student difficulties and individualize instruction. They must analyze why students are in the course, determine what their individual reading backgrounds are in their native language and in English, and adapt class activities and reading materials to students' expectations and needs. The adult ESL reader's main problems involve: (1) working with English in its written form, (2) reading about an unfamiliar culture, and (3) lack of English language competence. The student's native language may not use the Roman alphabet and may have a different writing, punctuation or organizational

system. The teacher must sort out students' language backgrounds and identify particular reading and pronunciation problems deriving from that background. Comprehension problems may arise from vocabulary pertaining to American culture, which must be explained. Problems in English language competence often depend on the student's literacy in his native language. Texts for ESL adult courses should be geared to students' interests, whether comic books, sports pages, newspapers or professional literature. Students often are blocked by unfamiliar vocabulary; therefore they should be encouraged to skip the word or to try to glean its meaning from the context, to avoid constant dictionary searching. (CHK)

ED 119 489 FL 007 459
Taylor, Harvey M.

Americans and Japanese Nonverbal Communication. Linguistic Communications 15 (Papers in Japanese Linguistics 3).

Pub Date 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavior Patterns, *Body Language, *Communication (Thought Transfer), *Communication Problems, *Cultural Awareness, *Cultural Differences, *Cultural Factors, *Culture Contact, *Japanese, *Nonverbal Communication, *Paralinguistics
Identifiers—*Kinesics

Each culture has its own nonverbal as well as its verbal language. Movements, gestures and sounds have distinct and often conflicting interpretations in different countries. For Americans communicating with Japanese, misunderstandings are of two types: Japanese behavior which is completely new to the American, and Japanese behavior which is similar or identical to American behavior, but which carries a different meaning. An American constantly uses eyes, eyebrows and forehead to express his feelings during conversation. Japanese are taught not to show their emotions in this way, so Americans think of them as uninterested or untruthful. Americans smile with their mouths and eyes during friendly conversation; Japanese widen their mouths to form certain vowels and this may seem like an insincere smile. When an American nods his head, it signifies agreement; for Japanese, it merely means attentiveness. Japanese bow politely; Americans may interpret this an insincere fawning. Japanese hand gestures may also be misunderstood by Americans. As for seated posture, an American may sit in a casual, relaxed position and interpret the stiff, polite Japanese pose as unfriendly. Similarly, proximity, odors, environmental temperatures and the uniform colors of Japanese clothing will puzzle or put off Americans. International relations require an examination and understanding of such cultural nonverbal communication. (CHK)

ED 119 490 FL 007 460
Ukrainian Study, 1-3: An External Experience.

Guiderland Central School District, Guiderland Center, N.Y.

Pub Date 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Curriculum Development, *Curriculum Guides, *Educational Objectives, *Language Guides, *Language Instruction, *Language Learning Levels, *Language Programs, *Modern Language Curriculum, *Secondary Education, *Second Language Learning, *Teaching Methods, *Ukrainian

The objectives of Ukrainian language study are to: (1) understand a native speaker speaking normally on a subject within the pupils' experience, (2) speak sufficiently well to make contact with a native, (3) read with understanding on a subject within the pupils' experience, and (4) write with relative ease on contemporary topics. Along with learning the language, the student is expected to acquire a knowledge of the country and Ukrainian cultural history and social structures. The teaching method should be a balance of the aural-oral concept and the classical grammar approach. The course should comprise the study of grammar and idioms (from texts and selected readings), reading, conversational practice, dictations, free composition and vocabulary study. Texts for Ukrainian 1 and 2 are listed, but any suitable text may be used for level 3. Subject matter and procedures for the three year-long

courses are outlined, and supplementary activities are suggested. A bibliography of textbooks, dictionaries, and literature concludes the guide. (CHK)

ED 119 491 FL 007 461
Garfinkel, Alan, Ed. And Others

LBRIG Newsletter (Newsletter of the Language by Radio Interest Group). Vol. 4, No. 2.

Purdue Univ., Lafayette, Ind. Dept. of Modern Languages.

Pub Date Jan 76

Note—8p.; For related documents, see ED 081 292, ED 097 800, ED 105 770, and ED 111 212

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Audiovisual Aids, *Educational Radio, *French, *German, *Hebrew, *Language Instruction, *Listening Comprehension, *Listening Skills, *Programming (Broadcast), *Radio, *Russian, *Second Language Learning, *Spanish Identifiers—*Short Wave Radio

One new French course taught by short wave radio is described here, and the remainder of the issue is devoted to schedules of major language programs (French, Spanish, Russian, German and Hebrew) given on short wave radio in North America. Frequencies are given in kilohertz, wavebands in meters. Approximate reception quality under normal conditions is indicated as fair or good. Time schedules are given for programs audible on the east and west coasts. Broadcasts from Paris, Montreal, Berne, Johannesburg, Washington, Havana, Cologne, Berlin, Quito, Mexico, Madrid, Canary Islands, Moscow, Jerusalem, Tahiti, Melbourne and Tokyo are listed. (CHK)

ED 119 492 FL 007 463
Setzler, Hubert

Russian Verbs of Motion: An Introduction to Determinate and Indeterminate Verbs.

Pub Date 75

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Audioinstructional Aids, *Language Instruction, *Programed Instruction, *Programed Materials, *Programed Texts, *Russian, *Secondary Education, *Second Language Learning, *Textbooks, *Verbs, *Workbooks

This programed textbook introduces Russian imperative verbs of motion. The text explains the verbs and includes questions in the text with blanks for the student to fill in. The answers are found on the following pages. The book is devoted primarily to five major Russian verbs of motion (those of locomotion and conveyance) in their determinate and indeterminate forms, with one section on some other pairs of indeterminate-determinate verbs of motion. A final test, for which answers are available, completes the course. An appendix of verb definitions and a short bibliography are included. (CHK)

ED 119 493 FL 007 465
Light, Richard L.

Preparing Educators for Bilingual Education: Needs and a Response.

New York State Association of Foreign Language Teachers.

Pub Date Nov 75

Note—6p.

Journal Cit—Language Association Bulletin; v27 n2 p14-18 Nov 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Bilingual Education, *Bilingual Students, *Bilingual Teachers, *Elementary Secondary Education, *English (Second Language), *Higher Education, *Language Programs, *Mexican Americans, *Non English Speaking, *Puerto Ricans, *Reading Skills, *Spanish Speaking, *Teacher Education, *Teacher Educator Education

Support for bilingual education continues to grow nationwide. Increased support for the concept of using English with the non-English mother tongue (NEMT) resulted from several factors. The total population of NEMT children in the U.S. grew to 5 million in 1973, while the number of Spanish-speaking children rose to 3.2 million in 1970. The Northeast, particularly New York City, has a heavy concentration of Spanish-speaking children. The Bilingual Education Act, the Fleishmann Commission Report and New York and California studies all acknowledge the numbers of NEMT children, their educational problems and the failure of the educational

system to serve their needs. It is agreed that bilingual education will strengthen the child's educational progress, enhance his self-concept and aid reading in both languages. Several studies show that bilingual education is effective; however, there is now an acute shortage of bilingual teachers. The State University of New York at Albany has a successful Master's program for bilingual education administrators and coordinators who could train other bilingual teachers. The program features a strong bilingual staff, a helpful advisory group, access to all SUNY resources and field experience in bilingual schools. (CHK)

ED 119 494 FL 007 466

Bibliographie Moderner Fremdsprachenunterricht
(A Bibliography of Modern Foreign Language Instruction). Vol. 6, No. 4.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date 75

Note—130p.; In German

Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, Germany (15 German Marks)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Abstracts, *Annotated Bibliographies, Applied Linguistics, Audiovisual Aids, English (Second Language), French, *German, Grammar, Information Systems, *Language Instruction, Language Research, Linguistics, Modern Languages, Resource Materials, Russian, *Second Language Learning, Syntax, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research. The center has an information dissemination service which closely resembles the Clearinghouse on Languages and Linguistics of the ERIC system (ERIC/CLL). This bibliography, published quarterly by the IFS, lists items compiled in conjunction with the ERIC/CLL as well as with a number of institutions in other countries involved with research or applications in languages or linguistics. In Vol. 6, No. 4 are listed 246 items, most of which were published in 1975. Although the entries deal primarily with the teaching of modern foreign languages, several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, giving full bibliographic information and including subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 119 495 FL 007 472

Hewes, Gordon W.

The Evolutionary Significance of Pongid Sign Language Acquisition.

Pub Date 30 Aug 75

Note—27p.; Paper presented at the annual meeting of the American Psychological Association (Chicago, Illinois, August 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Anthropology, *Evolution, Language, *Language Ability, *Language Development, *Language Research, Manual Communication, Primatology, *Sign Language
Identifiers—Chimpanzees, Glottogenesis, *Pongids

Experiments in teaching language or language-like behavior to chimpanzees and other primates may bear on the problem of the origin of language. Evidence appears to support the theory that man's first language was gestural. Recent pongid language experiments suggest: (1) a capacity for language is not solely human and therefore does not represent the human end of a basic biological discontinuity; and (2) since chimpanzee experiments have involved manual language, perhaps early human language also employed gestural signs. Early Greek, Roman, Moslem and Christian writings supposed language to be a gift from various gods. Descartes saw language as the distinction between man and animals. During the 17th and 18th centuries the debate continued as Europeans learned more

about chimpanzees and apes. The 1859 publication of Darwin's "Origin of Species" rekindled the debate, among such writers as Thomas Huxley, Edward B. Tylor and Wilhelm Wundt. In this century primate experiments with manual and vocal language were begun. The experiments of the Gardners, Premack, Rumbaugh and Fouts with chimpanzees demonstrate language abilities in these animals. Molecular biology shows a close link between man and chimpanzees, but experiments do not explain how human language developed beyond the apes to vocal-auditory language. (CHK)

ED 119 496 FL 007 473

Molina, Huberto

The Development and Evaluation of the SWRL English Language and Concepts Program for Spanish-Speaking Children.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—NE-C-00-3-0064

Note—12p.; Paper presented at the Convention of the Teachers of English to Speakers of Other Languages (Los Angeles, California, March 4-9, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bilingual Education, Elementary Education, *English (Second Language), Evaluation Methods, Kindergarten, *Language Instruction, *Language Programs, Language Skills, *Program Development, Program Evaluation, *Spanish Speaking, Speech Skills, Student Evaluation, Teaching Methods

Primary goals of the SWRL English Language and Concepts Program for Spanish-Speaking Children (LCS) are to teach Spanish-speaking children to communicate effectively in oral English language skills. An increasing amount of attention is given to the development of skills that prepare the children for future reading and writing in mathematics, science, and social studies. An important objective in the development of LCS has been to develop instructional and assessment procedures that will help integrate the program into extant bicultural, bilingual programs that will strengthen and extend the Hispanic cultural characteristics. During the five tryouts of LCS, the instructional, training and assessment systems of the LCS program have been developed and tested. In the early tryouts, the program format was in the developmental stage. In the last three, the components covering all 15 units were available for the year-long tryouts. Schools were selected to represent various demographic situations. A total of 7,100 children, ranging from kindergarten to grade 8, have been involved. Teacher comments, observation reports, and assessment scores were used as data sources. (Author/KM)

ED 119 497 FL 007 486

Anderson, Iona L. Berger, Gertrude

Teaching Aspects of Syntax to Nine-Year-Old Second Language Learners Through the Method of Peer Tutoring.

Pub Date Mar 75

Note—8p.; Paper presented to the Convention of Teachers of English to Speakers of Other Languages (Los Angeles, California, March, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Education, *English (Second Language), Grade 4, Grammar, Individualized Instruction, *Language Instruction, Language Skills, *Peer Teaching, Second Language Learning, *Syntax, Teaching Methods, Tutoring

The hypothesis of the research described here was that nine-year-old second language learners would improve their linguistic skills through the method of peer tutoring. Four tutors were selected from a group of fourth grade volunteers. The four tutors were second language learners having difficulties with acquiring sufficient English language skills to succeed in the grade. The skills for the lessons were culled from known texts in second language learning and developed into two sets of lessons, one for the tutor and one for the tutee. Ten lessons were taught over a period of two months. However, it could not be determined whether the improvement was due largely to the effects of peer tutoring. Peer tutoring enabled the second language learners to learn

in a non-threatening atmosphere, to obtain individualized instruction and to receive immediate feedback to their learning needs. For the teachers of second language learners, the results imply that there is a need to reexamine their roles, methods and techniques in aiming for individualization of instruction. The evidence suggests that the method of peer tutoring for second language learners warrants a more systematic and detailed study. (Author/CLK)

ED 119 498 FL 007 491

Matluck, Joseph H. Mace-Matluck, Betty

The Multilingual Test Development Project: Oral Language Assessment in a Multicultural Community.

Pub Date Mar 75

Note—13p.; Paper presented at the National Conference of the Teachers of English to Speakers of Other Languages (Los Angeles, California, March 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bilingual Education, *Bilingual Students, Cantonese, *Child Language, Communication Skills, Cultural Differences, Diagnostic Tests, Elementary Education, English (Second Language), Fundamental Concepts, Language Instruction, *Language Skills, *Language Tests, Mandarin Chinese, Oral Communication, Phonology, Second Language Learning, Spanish, Tagalog, *Test Construction, Testing, Vocabulary

Identifiers—Ilokano

This paper discusses a series of oral proficiency tests in six languages developed under the auspices of the Center for Applied Linguistics and the Seattle Public Schools District. The prototype is an English test, totally oral, for use in grades K-4, designed to: (a) determine the child's ability to (1) understand and produce the distinctive characteristics of spoken English, (2) express known cognitive concepts, and (3) handle learning tasks in English; and (b) provide placement and instructional recommendations for alternate programs such as special English instruction and bilingual education. Comparable tests with similar objectives were then developed in Cantonese, Mandarin, Tagalog, Ilokano, and Spanish, reflecting some of the largest of the forty non-native-English-speaking groups in Seattle schools. Development of the tests was based on identifying basic learning concepts that children must handle in order to perform in a school setting. These concepts include identifying, classifying, quantifying, interrogating, negating and showing spatial, case and temporal relationships. The grammatical manifestations of a language that a child must handle to perceive or to communicate these concepts were then determined. The construction of the tests and the scoring methods are discussed, as well as cultural and linguistic differences encountered in the preparation of the tests. (Author/CLK)

ED 119 499 95 FL 007 492

Kwok, Irene

Chinese New Year Materials for Elementary Teachers.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—78p.; For related documents, see FL 007 438-443

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Bilingual Education, Cantonese, *Chinese, Chinese Americans, Chinese Culture, Cultural Awareness, Cultural Background, *Cultural Education, Elementary Education, *Instructional Materials, *Resource Materials
Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII

This is a resource book designed to be used by teachers in Chinese bilingual bicultural programs. The materials in the book are based on Chinese New Year customs still observed in Chinese-American communities. The resource book contains five types of materials: (1) a general introduction to the Chinese New Year, including the Chinese Lunar Year and the Cycle of the Twelve Animals, (2) Chinese New Year stories, written in both Cantonese and English, (3) Chinese New Year songs, in both Cantonese and English, (4) recipes for the Chinese New Year, and (5) art projects. (CLK)

ED 119 500 FL 007 493

Murphy, Richard, Ed. And Others
Will We...? Thai Dam Resource Book.
Heartland Education Agency, Ankeny, Iowa.
Pub Date 76
Note—85p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Contrastive Linguistics, Cultural Background, *Cultural Differences, Culture Contact, *English (Second Language), Grammar, *Language Instruction, *Lao, Pattern Drills (Language), *Refugees, Second Language Learning, Sociocultural Patterns, *Teaching Guides, Vocabulary
Identifiers—*Laos (Thai Dam)

This resource book is intended as an aid to persons working with Thai Dam refugees. To help the language teacher, some differences between Lao and English are discussed, specifically tonal inflections, positioning, declension of pronouns, conjugation of verbs, interrogatives, classifiers and predicate adjectives. An outline of cultural differences contrasts the Laotian views of self and the world with the American. This is followed by a brief narrative on Thai Dam history and education. A series of useful English dialogues with Lao translations is then presented for the language teacher's assistance. They may be used in repetition, substitution, conversation or creation drills. The dialogues illustrate English grammatical features and useful vocabulary. A vocabulary list of English words with Lao translations is the final section. (CHK)

ED 119 501 FL 007 494

Arnett, M. Rex
Languages for the World of Work. Executive Summary.
Olympus Research Corp., Salt Lake City, Utah.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wyoming State Dept. of Education, Cheyenne.
Pub Date Dec 75
Note—26p.; For related document, see ED 116 507

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Career Opportunities, Curriculum Design, *Educational Needs, *Employment Opportunities, Foreign Relations, Government Employees, *Job Skills, *Language Instruction, *Language Skills, Material Development, Models, Modern Languages, Multilingualism, Second Language Learning, Surveys, Vocational Education

This paper summarizes a survey conducted to determine the need for dual-trained personnel in foreign languages and technical/professional skills. The project also produced a large annotated bibliography and a model curriculum for integrating language and occupational training. The survey included an analysis of government agencies to determine the number of positions in which foreign language skills are needed. It was concluded that language requirements at the federal level include the diplomatic agencies and various other agencies. Approximately 25,000 federal employees need foreign language skills. A survey of over 6,000 business firms was conducted, and respondents identified 60,000 language-related jobs. The government is more cognizant than business/industry of the benefits of having personnel with foreign language skills. Language training and rating methods are more efficient in government. Some companies benefit from a policy that rejects English as the "Lingua franca" and supports multi-lingualism among its employees. Consultants, theorists and many practitioners believe this would be a highly beneficial policy for all multinational companies, but they also recognize that most American firms do not take advantage of hiring language-skilled and culturally sensitive personnel. Methods of industrial and business training for these purposes are by and large inadequate. (Author/CLK)

ED 119 502 FL 007 495

Shuy, Roger W.
How Can We Assess Innovative Structures and Programs?
Pub Date Jan 76
Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Course Evaluation, Curriculum Evaluation, *Educational Assessment, Educational Change, *Educational Innovation, *Evaluation Criteria, Evaluation Methods, Instructional Innovation, *Program Evaluation

Preoccupation with the science of educational evaluation has led educators to overlook the art of evaluation, the ability to make quick and accurate assessments, usually without statistical props. This paper suggests common-sense steps to insure accurate assessment of innovative structures. (1) Know the nature and purpose of innovation. An urban school system may innovate in desperation; suburban schools may make administrative or procedural changes out of jealousy of another suburb. (2) Know how interference from the physical product affects sound assessment. The attractiveness of a set of books or other materials may blur an educator's judgment. (3) Know how interference from human factors affects assessment; nice teachers or appealing children can distort analysis of real issues. (4) The relationship between claims and reality must be carefully assessed. The innovation's purpose must be identified and its performance of that goal evaluated. (5) Know the theory or knowledge base underlying the structure or program. It must be determined whether the program successfully fits its theoretical teaching and learning framework. (6) Know which areas are susceptible to innovation and which are resistant. The public will often resist innovation in certain areas and attempts at change will fail. (CHK)

ED 119 503 FL 007 497

Shuy, Roger W.
The Patient's Right to Clear Communications in Health and Mental Health Delivery Service.
Pub Date 22 Nov 75

Note—33p.; Paper presented at a Conference on Health and Mental Health Systems (Philadelphia, Pennsylvania, Nov. 22, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Civil Liberties, Communication (Thought Transfer), *Communication Problems, Communication Skills, *Health Services, Hospitals, Interaction Process Analysis, *Language Usage, *Medical Services, Minority Groups, Oral Expression, *Sociolinguistics

Persons from minority groups often are at a linguistic disadvantage in (Philadelphia, Pennsylvania, Nov. 22, 1975) the language and culture of the physician or psychoanalyst, who may be unaware of problems of understanding. Patients have certain language rights in medical care. (1) The right to human dignity in the medical relationship is jeopardized by, for example, a specialized professional vocabulary, the different cultural background of doctor and working-class patient, and the asymmetrical status of doctor and patient, where the doctor as the superior controls the conversation. During taped medical interviews with black, inner-city residents, the patients adopted their best English and tried to use medical terminology to avoid embarrassment. (2) The right to know what is wrong with their bodies involves the doctor's ability and desire to communicate and the patient's ability to understand. Even common medical terms may not be understood by ghetto residents. (3) The right to know why certain tests or treatments are given is important to the patient's peace of mind and dignity. (4) The patient's right to make decisions about alternative treatment must be maintained through clear explanation of test results and alternative treatments. It is suggested that medical schools include training in personal interviewing and minority languages and cultures and, if possible, that they recruit working-class doctors. (CHK)

ED 119 504 FL 007 498

Hammerly, Hector
The Relative Frequency of Spanish Pronunciation Errors.
Pub Date 75
Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Contrastive Linguistics, *Error Patterns, *Interference (Language Learning), Language Instruction, Language Patterns, Phonology, *Pronunciation, *Second Language Learning, *Spanish, Spelling, Suprasegmentals, Teaching Methods, Vocabulary
Identifiers—*Error Analysis

Types of hierarchies of pronunciation difficulty are discussed, and a hierarchy based on contrastive analysis plus informal observation is proposed. This hierarchy is less one of initial difficulty than of error persistence. One feature of this hierarchy is that, because of lesser learner awareness and very limited functional load, errors

involving allophones are more persistent than errors involving phonemes. Phonetic difficulty and suprasegmental and spelling interference are aggravating factors that increase the relative difficulty of particular problems in the hierarchy. To test the proposed hierarchy and three other hypotheses, a thorough pronunciation test was administered to 50 English-speaking students of Spanish (almost all of whom also knew some French). The test was given at the end of 45 hours of mostly oral instruction, which included 4 to 5 hours of specifically pronunciation instruction. The resulting data formed the basis for error analysis. The results generally confirmed the proposed hierarchy; they also showed the "sacredness" of word boundaries for speakers of English, the negative effects of spelling on pronunciation, greater frequency of errors in cognate than in non-cognate words, evidence of suprasegmental interference, and more frequent errors with known words than with unknown words. Conclusions include several suggestions for the teaching of Spanish pronunciation. (Author/CLK)

ED 119 505 FL 007 499

Coffin, Edna Amir
Preliminaries and Preparation for Examinations: Examiner's Report and Evaluation.
Pub Date Sep 75

Note—17p.; Paper presented at the Conference on the National Association for Self-Instructional Language Programs (Canisius College, Buffalo, New York, September 19-20, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Autoinstructional Programs, *College Language Programs, *Examiners, Higher Education, *Language Instruction, Language Skills, *Language Tests, Second Language Learning, Testing

The self-instructional language program (SILP) allows students to learn, through a guided individualized study program, a foreign language not offered in the regular university curriculum. A director for the program offers the facilities and materials necessary for administering such a program. A tutor, who is a native speaker of the target language, serves as a monitor and drill master for small groups of students. An outside examiner, who is a professional language instructor and an expert in the target language, examines the students at the end of the term and evaluates their achievement and assigns grades for the course. The examination procedures must be an integral part of SILP that is accepted by the students as a proper evaluation of their newly learned language skills and is not looked at simply as a mechanism by which grades are given on the basis of a single impression. The choice of a qualified examiner, consultation of director of SILP with the examiner, and a clear explanation of the function and procedures of the examination to both students and tutors, are necessary preliminary steps to ensure a successful completion of the individualized language study course. A sample of an examination in Modern Hebrew is included in the appendix to the paper. (Author/CLK)

ED 119 506 FL 007 501

Tinsley, Royal L., Jr.
Translation and Foreign Language Teaching.
Pub Date 1 Nov 75

Note—13p.; Paper presented at the Annual Meeting of the Arizona Foreign Language Association (November 1, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Attitudes, *College Language Programs, Degrees (Titles), Higher Education, Interpreters, Language Enrollment, *Language Instruction, Language Skills, *Language Teachers, Second Language Learning, *Translation

Translators and teachers of foreign languages need each other: translators need formal academic training and recognition and teachers of foreign languages need students. Unfortunately, translators know only too well that most FL teachers are not competent translators, and FL Departments generally consider translation as an activity beneath the dignity of scholars. This mutual contempt must be overcome so that translators can obtain the benefit of formal training and an academic degree, FL Departments the benefit of increased enrollments, and the overall quality of translation in this country raised to the level found in most other nations. Close examination

of the translation process shows that it can be described justifiably as scholarly, intellectual, artistic, and even creative, quite apart from its obvious career aspects. There are many cogent arguments for awarding undergraduate or graduate degrees in translation, as is the practice in most other countries. (Author)

ED 119 507 FL 007 502

Lippmann, Erhard

How Can Language Schools Enhance the Professional Relevance of the Translator?

Pub Date Jan 76

Note—13p.

Available from—The ATA Chronicle, P.O. Box 129, Croton-on-Hudson, New York 10520 (Subscription \$10.00 per year)

Journal Cit—ATA Chronicle; v5 n1 p3-7 Jan 1976

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Automation, *Business Communication, Business Skills, Communication Problems, Employment Opportunities, *Employment Potential, Employment Qualifications, Information Science, Interpreters, Job Skills, Language Instruction, *Professional Education, Professional Training, *School Industry Relationship, *Translation

Identifiers—*Employability

Some of the problems involving language education and the employability of translators are discussed here. (1) The selling of translation, when compared with the more marketable skills in areas such as accounting, physics, etc., is an issue in the translator's employability. It is more difficult for a translator to measure quantitative contributions to a corporation. It is the responsibility of language schools to demonstrate translators' monetary value to prospective employers and to prepare students to use quantitative tools to prove their effectiveness. (2) Interaction between education and industry can further the process of giving quality education. A liaison between faculties of language schools and sciences and the industrial staffs of companies that may need translation could assign outside professionals as part-time teachers to give language students a view of developments in business and technology. (3) Acquaintance with modern tools of communication, such as overhead projectors, microfiche, automatic typewriters, remote time-shared computer terminals and automatic information processing systems, is necessary for the translator. The language education field has been slow to recognize and teach about these developments, but some affiliation with departments of computer or information science would be helpful in establishing communications curricula for translators. (CHK)

ED 119 508 FL 007 503

Bibliography of Audiovisual Instructional Materials for the Teaching of Spanish, Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento. Bureau of Compensatory Education Evaluation and Research.

Pub Date 75

Note—129p.

Available from—California State Department of Education, P.O. Box 271, Sacramento, California 95802 (\$0.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Art Education, *Audiovisual Aids, Bilingual Education, Career Education, Children's Literature, Cultural Education, Driver Education, Educational Games, *Elementary Secondary Education, Films, Filmstrips, Guidance, Health Education, *Instructional Materials, Language Arts, Language Instruction, Mathematics Instruction, Music Education, Physical Education, Puzzles, Resource Materials, Science Instruction, Second Language Learning, Social Sciences, *Spanish, Spanish Literature, Tape Recordings, Vocational Education

This annotated bibliography is a list of an assortment of audiovisual instructional materials primarily of interest in the elementary or secondary classroom. Many of the materials listed are produced in the Spanish language; others are included because of their possible use with Spanish-speaking students or because of their value in providing various types of information about Spanish-speaking peoples and cultures. The

bibliographical entries are organized into 17 subject categories: art, bilingual education, career education, culture, driver education, games and puzzles, guidance, health, language arts, literature, mathematics, music, physical education, science, social science, supplementary materials, and vocational education. Appendixes provide an index to instructional materials by type and a directory of distributors, publishers and manufacturers. (Author/KM)

ED 119 509 95 FL 007 507

Suggested Curriculum Guidelines for an Effective Bilingual Program. 1972-1973. Destrezas Comunicativas del Idioma Espanol. Spanish Language Skills. Second Grade, Level 2.

Artesia Public Schools, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—98p.; Parts of the text are in Spanish; For related documents, see FL 007 508-512; Some parts may not reproduce clearly due to the type size of original

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Bilingual Education, *Curriculum Guides, Curriculum Planning, *Elementary Education, Grade 2, Language Fluency, Language Instruction, Language of Instruction, *Language Skills, Reading Instruction, *Spanish, Teaching Methods

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII, *Southeastern New Mexico Bilingual Program

This volume contains suggested curriculum guidelines for an effective bilingual program, with specific focus on Spanish language skills for the second grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school setting. A teaching methodology is outlined which includes teaching children to think about, listen to, comprehend, hear, say, read, write and apply a given concept. The guide is divided into four sections, each covering nine weeks of the program. The curriculum guidelines are presented in terms of the concept or objective to be learned, content, activities, resources and materials, and evaluation. A vocabulary list of Southeast New Mexico regionalisms precedes the text. (CLK)

ED 119 510 95 FL 007 508

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1972-1973. Destrezas Comunicativas del Idioma Espanol. Spanish Language Skills. Third Grade, Level 3.

Artesia Public Schools, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—32p.; Parts of the text are in Spanish; For related documents, see FL 007 507-512; Some parts may not reproduce clearly due to type size of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bilingual Education, *Curriculum Guides, *Elementary Education, Grade 3, Language Fluency, Language Instruction, Language of Instruction, *Language Skills, Reading Instruction, *Spanish, Teaching Methods

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII, *Southeastern New Mexico Bilingual Program

This volume contains suggested curriculum guidelines for an effective bilingual program, with specific focus on Spanish language skills for the third grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school setting. A teaching methodology is outlined which includes teaching children to think about, listen to, comprehend, hear, say, read, write, and apply a given concept. The present volume covers the first nine weeks of the third grade program. The curriculum guidelines are presented in terms of the concept or object to be learned, content, activities, resources and materials, and evaluation. (CLK)

ED 119 511

FL 007 509

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. First Grade, Level 1.

Artesia Public Schools, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—73p.; Parts of the text are in Spanish; For related documents, see FL 007 507-512; Some parts may not reproduce clearly due to type size of original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Bilingual Education, Criterion Referenced Tests, *Curriculum Guides, Curriculum Planning, Diagnostic Teaching, Elementary Education, *Elementary School Curriculum, Elementary School Science, English (Second Language), Grade 1, Health Education, History Instruction, Language of Instruction, Language Skills, Social Studies, *Spanish, Student Evaluation, *Teaching Methods

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, *Southeastern New Mexico Bilingual Program

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the first grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis—recognizing the child's needs; (2) prescription—outlining the child's learning activities; (3) commitment—willingness of the child to learn; (4) treatment—teaching time spent; and (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

ED 119 512

FL 007 510

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Second Grade, Level 2.

Artesia Public Schools, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—77p.; Parts of the text are in Spanish; For related documents, see FL 007 507-512; Some parts may not reproduce clearly due to type size of original

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Bilingual Education, Criterion Referenced Tests, *Curriculum Guides, Curriculum Planning, Diagnostic Teaching, Elementary Education, *Elementary School Curriculum, Elementary School Science, English (Second Language), Grade 2, Health Education, History Instruction, Language of Instruction, Social Studies, *Spanish, Student Evaluation, *Teaching Methods

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, *Southeastern New Mexico Bilingual Program

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the second grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis—

recognizing the child's needs; (2) prescription—outlining the child's learning activities; (3) commitment—willingness of the child to learn; (4) treatment—teaching time spent; and (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

ED 119 513 FL 007 511

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Third Grade, Level 3.

Artesia Public Schools, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—77p.; Parts of the text are in Spanish; For related documents, see FL 007 507-512; Some parts may not reproduce clearly due to type size

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Bilingual Education, Criterion Referenced Tests, *Curriculum Guides, Curriculum Planning, Diagnostic Teaching, Elementary Education, *Elementary School Curriculum, Elementary School Science, English (Second Language), Grade 3, Health Education, History Instruction, Language of Instruction, Social Studies, *Spanish, Student Evaluation, *Teaching Methods

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, *Southeastern New Mexico Bilingual Program

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the third grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis—recognizing the child's needs; (2) prescription—outlining the child's learning activities; (3) commitment—willingness of the child to learn; (4) treatment—teaching time spent; (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

ED 119 514 FL 007 512

Suggested Curriculum Guidelines for an Effective Bilingual Program, 1973-1974. Health, Science, Social Studies, New Mexico History, English as a Second Language, Multiculturalism. Fourth Grade, Level 4.

Artesia Public Schools, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—75p.; Parts of the text are in Spanish; For related documents, see FL 007 507-511; Some parts may not reproduce clearly due to type size of original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Bilingual Education, Criterion Referenced Tests, *Curriculum Guides, Curriculum Planning, Diagnostic Teaching, Elementary Education, *Elementary School Curriculum, Elementary School Science, English (Second Language), Grade 4, Health Education, History Instruction, Language of Instruction, Social Studies, *Spanish, Student Evaluation, *Teaching Methods

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico, *Southeastern New Mexico Bilingual Program

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the fourth grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis—recognizing the child's needs; (2) prescription—outlining the child's learning activities; (3) commitment—willingness of the child to learn; (4) treatment—teaching time spent; (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

ED 119 515 FL 007 513

Rickford, John R. Rickford, Angela E.

"Cut-Eye" and "Suck-Teeth": African Words and Gestures in New World Guise.

Pub Date 74

Note—37p.; To appear in *Journal of American Folklore*, Jul-Sep 1976; Some pages may reproduce unevenly due to reproducibility of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*African Culture, *Body Language, Communication (Thought Transfer), Cultural Exchange, Cultural Factors, *Negro Culture, *Nonverbal Communication, *Paralinguistics

Identifiers—Guyana, United States, West Indies

An investigation questioned whether the words and gestures "cut-eye" and "suck-teeth," evident in Guyana, represent African survivals, and how widely these are recognized in the Caribbean, the United States and Africa. Caribbean data were drawn from observations, dictionaries and interviews. U.S. data came from questionnaires administered to both blacks and whites. African students were also questioned. In Guyana, "cut-eye" is a visual gesture indicating hostility or disapproval. A glare is delivered followed by a vertical or diagonal sweep of the eye over the other person. "Cut-eye" insults by visually invading another's territory and turning away contemptuously. The gesture was familiar to all West Indians interviewed. In the U.S., nearly all black informants were familiar with the term, but few of the whites. All African informants recognized the gesture. "Suck-teeth" refers to the gesture of drawing in air through the teeth to produce a sucking sound. It expresses anger, exasperation or annoyance, and is stronger and ruder than "cut-eye." It is known throughout the Caribbean, by black Americans, though not by whites, and by Africans. The study provides evidence that Africanisms persist in the New World even in commonplace expressions and gestures. (CHK)

ED 119 516 FL 007 514

Rickford, John R.

How Does "Doz" Disappear? (Or: Where Are the Creolists When the Creoles Most Need Them?)

Pub Date Jan 75

Note—32p.; To appear in *Proceedings of the 1975 International Conference on Pidgins and Creoles*, U. of Hawaii, late 1976

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Creoles, *Dialect Studies, Discourse Analysis, English, Negro Dialects, Nonstandard Dialects, *Phonetic Analysis, *Phonology, Regional Dialects

Identifiers—*Guyana

In Guyana Creolese, the word "doz" appears frequently in the speech of people on a wide range of social levels. The term signals that the action occurs habitually. The use of "doz" is not widely noted among creolists, however, possibly because it often occurs in phonologically reduced forms such as "iz" or "z." The reduction of "doz" is more than rapid speech; it helps approximate the prestigious standard dialect or acrolect. The process achieves linguistic progress without sacrificing expressive value. The removal of the "d" from "doz" in this reduction is part of a

general rule affecting initial voiced segments in creole auxiliaries or tense-aspect markers. The "d" is retained 100% of the time after a pause, 69% after vowels and 60% or less after consonants. The removal of "d" following nasals, liquids, stops, fricatives and vowels is examined. Other creole dialects and black U.S. English are searched for similar examples of deletion. The deletion of the vowel in "doz" occurs after an immediately preceding vowel but never after a consonant. If the "z" is also deleted, use of the remaining verb stem for habitual aspect is indistinguishable from Standard English use of present tense. (CHK)

ED 119 517 FL 007 517

Martin, Samuel E.

A Reference Grammar of Japanese. Yale Linguistic Series.

Pub Date 21 Jan 76

Note—1,198p.

Available from—Yale University Press, 92A Yale Station, New Haven, Connecticut 06520 (HC \$40.00)

Document Not Available from EDRS

Descriptors—*Descriptive Linguistics, Form Classes (Languages), *Grammar, *Japanese, Language Patterns, Language Usage, *Morphology (Languages), Nominals, Reference Books, Sentence Structure, *Syntax, Verbs

Identifiers—*Reference Grammar

This reference grammar of Japanese is divided into thirty-one major sections: (1) notational conventions, including spelling, punctuation, accent, and juncture; (2) sentence construction: nuclear sentences and expanded sentences; (3) predicate adjuncts; (4) expansion constraints and noun subcategorization; (5) voice conversions; (6) nuclear focus and restriction: split nuclei; (7) exaltation; (8) desideratives; (9) negation; (10) adverbializations; (11) favors; (12) the perfect; (13) tentatives and hortatives; (14) adnominalizations and adnominal and adverbial words; (15) general and specific nominalizations, (16) sentence extensions; (17) commands and requests; (18) con-junctionalizations; (19) hearsay-reporting; (20) the semblative; (21) the evidential; (22) quotations; (23) stylizations; (24) interjections, afterthoughts and minor sentence types; (25) connectors and sentence openers; (26) apposition, (27) names and titles; (28) iterative devices, (29) elliptical expressions, (30) demonstratives, deictics, anaphorics and pronouns; and (31) usage constraints, agrammatisms, idioms and lexical compounds. A bibliography and an index follow the text. (CLK)

ED 119 518 FL 007 518

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 6, No. 1.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date 75

Note—111p.; In German

Available from—Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Abstracts, *Annotated Bibliographies, Applied Linguistics, Audiovisual Aids, English (Second Language), French, *German, Grammar, Information Systems, *Language Instruction, Language Research, Linguistics, Modern Languages, Resource Materials, Russian, *Second Language Learning, Syntax, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research. The center has an information dissemination service which closely resembles the Clearinghouse on Languages and Linguistics of the ERIC system (ERIC/CLL). This bibliography, published quarterly by the IFS, lists items compiled in conjunction with the ERIC/CLL as well as with a number of institutions in other countries involved with research or applications in languages or linguistics. In Vol. 6, No. 1 are listed 249 items, most of which were published in 1974. Although the entries deal primarily with the teaching of modern foreign languages, several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an

alphabetical author/title listing of items, giving full bibliographic information and including subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 119 519 FL 007 520
Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol 5, No. 4.
 Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
 Pub Date 74

Note—124p.; In German
 Available from—Max Hueber Verlag, 8045 Ismaning bei Muenchen, Krausstrasse 30, Germany (15 German Marks)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—Abstracts, *Annotated Bibliographies, Applied Linguistics, Audiovisual Aids, English (Second Language), French, *German, Grammar, Information Systems, *Language Instruction, *Language Research, Linguistics, Modern Languages, Resource Materials, Russian, *Second Language Learning, Syntax, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research. The center has an information dissemination service which closely resembles the Clearinghouse on Languages and Linguistics of the ERIC system (ERIC/CLL). This bibliography, published quarterly by the IFS, lists items compiled in conjunction with the ERIC/CLL as well as with a number of institutions in other countries involved with research or applications in languages or linguistics. In Vol. 5, No. 4 are listed 251 items, most of which were published in 1973 and 1974. Although the entries deal primarily with the teaching of modern foreign languages, several other areas of linguistics are considered. The entries include mostly German, English, French and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, giving full bibliographic information and including subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited—periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 119 520 FL 007 523
Berry, Jack Aidoov, Agnes Akosua
An Introduction to Akan.
 Northwestern Univ., Evanston, Ill.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Bureau No—BR-2-2060
 Pub Date 75

Contract—OEC-0-72-2384
 Note—342p.; Accompanying tape recordings are available from the Language Laboratory, Northwestern University, Evanston, Illinois 62021

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage
 Descriptors—*African Languages, *Akan, Grammar, *Instructional Materials, *Language Instruction, Letters (Alphabet), Phonology, Pronunciation, *Second Language Learning, Syntax, Uncommonly Taught Languages, Verbs
 Identifiers—National Defense Education Act Title VI, NDEA Title VI

This introduction to Akan is designed to provide the basic structures and vocabulary that a non-native speaker would need to use Akan. The text is based on the Asante dialect of Akan, and is divided into twenty units. Each unit consists of a conversation given in English and Asante, drills for the classroom or individual practice, grammar notes, and a list of the vocabulary introduced in the unit. The conversations are of graded difficulty. A sketch of the Akan alphabet and pronunciation precedes the text. The appendices consist of: (1) a discussion of the Akan verb in primary intonation, (2) a discussion of the Akan verb in

secondary intonation, and (3) notes on conjunctions. An English-Akan vocabulary completes the volume. (CLK)

ED 119 521 FL 007 524
Adler, Alfred Thomas, Jean Jacques
Teaching French Transformational Grammar by Means of Computer-Generated Video-Tapes.
 Pub Date Apr 75

Note—16p.; Paper presented at International Conference on Computers and the Humanities, (Second, Los Angeles, Calif., 3-6 April, 1975); charts may reproduce poorly

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Audiovisual Aids, College Language Programs, *Computer Assisted Instruction, *French, Higher Education, Instructional Media, *Language Instruction, Language Skills, Material Development, Second Language Learning, Syntax, Teaching Methods, *Transformation Generative Grammar, Transformations (Language), *Video Tape Recordings

This paper describes a pilot program in an integrated media presentation of foreign languages and the production and usage of seven computer-generated video tapes which demonstrate various aspects of French syntax. This instructional set could form the basis for CAI lessons in which the student is presented images identical to those on the video tapes and lessons are tailored to his particular need. A study of the logical concepts underlying transformations teaches the student how to transform sentences to alter emphasis or meaning and shows the relationship between the transformation and the intonation of the spoken sentence. The student's goal is to understand transformational process and thereby develop competence. The writing of the visual material was under computer control. The computer wrote on the screen of the terminal and moved phrases in a predetermined manner and with the desired timing. The blanked write mode permits storing phrases in the terminal memory so that the entire phrases can be made to reappear instantly. The result of the informal student evaluations of this program revealed that the students found the course more interesting and easier than they expected and that they believed the audiovisual definitely aided their learning the necessary material. (Author/CLK)

ED 119 522 FL 007 526
Hollock, Ann H.
The Teacher of Italian and the Community.
 Pub Date 27 Dec 74

Note—13p.; Paper presented at the meeting of the Modern Language Association/American Association of Teachers of Italian (New York, NY, December, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*College Language Programs, *Community Involvement, Community Support, *Italian, Italian Americans, Language Enrollment, *Language Instruction, Program Design, *Program Development, *School Community Relationship, Second Language Learning

This paper presents a case-study of the successful nine-month plan with which Tulane University guaranteed the growth and continuation of its Italian program. The paper provides a blueprint for the teacher of Italian on any campus who wishes to strengthen the position of his Italian program in this era when dwindling federal, state and university support forces us to look for resources which can come only from the community. The three basic steps in Tulane's program development plan include: (1) attracting the community to the program by means of a guest lecture series, a film festival, and a book exhibit; (2) encouraging community support in the form of book donations, the awarding of fellowships and merit prizes, and other fund-raising activities; and (3) reciprocal efforts by the teacher of Italian to serve the community's needs in the area of instruction. These steps are fully detailed and can be employed without modification by the Italian program of any high school, college or university. (Author/CLK)

ED 119 523 FL 007 529
Lillyman, Kathryn
Bilingual Education—A Two-Way Street for the Community College.
 Pub Date 28 Dec 75

Note—11p.; Paper presented at the Special Forum on the Teaching of Spanish and Portu-

guese in the Community College at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (Chicago, Illinois, December, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Bilingual Education, Bilingual Teacher Aides, *College Language Programs, *Community Colleges, Curriculum Development, Job Skills, *Language Instruction, Languages for Special Purposes, Language Skills, Mexican Americans, School Community Relationship, Second Language Learning, *Spanish, Teacher Certification, Teaching Methods

A community college is committed to serve all persons living in the areas it encompasses, and it must demonstrate this commitment. At Sauk Valley College in Dixon, Illinois, language instruction must extend beyond the traditional Spanish-for-anglos classes, because there is a large population of Mexican-Americans living within the school district. This paper enumerates methods used at Sauk to aid both anglo and Mexican-American students. Those methods include a Bilingual Teacher Aide Certificate program, special Spanish courses for nurses and law enforcement personnel, and a trade-of-languages-program in a nearby ESL school. Efforts are also made to assist local high school and church Chicano youth groups. The two-way street of language instruction in the community college encourages the traditional course of study in Spanish for anglo students. It also encourages them to use their language skills to work toward meaningful, career-oriented goals. It encourages Mexican-Americans to take advantage of their unique bilingual qualifications in school aide work. (Author)

ED 119 524 FL 007 531
McClure, Erica Wentz, James
Code-Switching in Children's Narratives.
 Pub Date 75

Note—14p.; Paper presented at the Mid-American Linguistics Conference (University of Kansas, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Bilingualism, Bilingual Students, *Child Language, Communication Skills, English, *Mexican Americans, Narration, *Oral Expression, Spanish, Spanish Speaking, Speech Skills, *Story Telling
 Identifiers—*Code Switching, Communicative Competence, Language Dominance

A group of Mexican-American children living in a small Illinois town were observed to study the acquisition of communicative competence. The children's spontaneous and elicited narratives showed combinations of Spanish and English. If three stories represented here are considered syntactically, none involves random alternation of codes. Almost all switches involve entire sentences. In spontaneous narratives, there is much less code-switching than in the elicited stories. English stories contain almost none, Spanish only a little switching. Switching primarily involves nouns, or marks quotations. Asides to the audience or expression of special ideas may cause a language switch. Code-switching seems to follow a pattern, and language dominance may explain why switching to find the right word is more prevalent when speaking Spanish than English. (CHK)

ED 119 525 FL 007 553
Mrayati, M. Carre, R.
Acoustic Aspects of French Nasal Vowels.
 Pub Date Apr 75

Note—20p.; Paper presented at the Meeting of the Acoustical Society of America (89th, Austin, Texas, April 8-11, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Acoustic Phonetics, Articulation (Speech), Consonants, *Descriptive Linguistics, *Distinctive Features, *French, Language Research, Phonology, Simulation, *Vowels

The characteristics of French nasal vowels in the case of various CVCV combinations are studied. A set of CVCV utterances was read by speakers (5 males and 5 females) and analyzed using predictive coding techniques. The consonant consisted of voiced stops, unvoiced stops, nasal consonants... while the vowel V was one of 4 nasal French vowels. Vowel acoustic features such as formants and bandwidth frequencies, intensity, fundamental frequency and duration are studied. Most of the results obtained are in accordance with the acoustic theory. Differences

between nasal and nasalized French vowels seem significant and the French nasal vowel characteristics seem as stable as those of the oral vowels. Application to speech synthesis and recognition is discussed. (Author)

ED 119 526

FL 007 554

Barton-Hunter, Sarah K.

Etymology: A Computerized Model.

Pub Date Apr 75

Note—48p.; Paper presented at International Conference of Computers in the Humanities (2nd, Los Angeles, California, April, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Computational Linguistics, Computer Programs, *Diachronic Linguistics, *Etymology, *French, Language Patterns, *Latin, Models, Phonology, Suprasegmentals, Syllables, Vowels

Under the assumption that, with the exception of certain learned, retarded, and borrowed words, the bulk of any language undergoes sound changes that are regular over any given geographical area, over any given time span, and in any given sound environment, these sound changes have been reduced to logical terms and have been programmed to generate regularly derived cognate forms from a "proto, language. Classical Latin and Old French were chosen for the prototype, with an intermediate stage in Vulgar Latin. The computer has been programmed to recognize the whole of the sound environment: to recognize and place accents; to recognize a "syllable," a penult, antepenult, tonic and intertonic vowels, etc.; and to note qualities and quantities of vowels. Sound-change patterns have been programmed. The only data input is the Classical Latin word with vowels marked long or short; the program generates the changes the word has undergone and prints out the resulting forms in Vulgar Latin and Old French. The study has proven the feasibility of developing a program delineating regular sound-change patterns and generating etymological dictionaries of regularly derived cognate forms for a given proto-language, derivative languages and dialect variations. (Author/CLK)

ED 119 527

FL 007 555

Leffert, Beatrice G.

Clarifying Goals in the Teaching of Reading - Teaching a Foreign Language: From the Reading Specialist's Viewpoint.

Pub Date Feb 76

Note—13p.; Workshops based on this paper were presented at Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 11-12, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Applied Linguistics, *Cognitive Processes, Deep Structure, *Language Instruction, Language Teachers, Learning Processes, Oral Communication, Psycholinguistics, Reading Comprehension, *Reading Instruction, Reading Skills, *Second Language Learning, Surface Structure, Syntax, Written Language

From the perspective of a reading consultant, the processes of thinking and reading apply to efficient learning. Language teachers should know: (1) the difference between surface structure and deep meaning of an utterance, (2) the importance of "affect" on learning: the reader's personal involvement with the material and with its presentation, colored by prior knowledge of the subject and attitude toward it; and (3) theories regarding cognitive patterns in analysis of material, vocabulary load, and repetition interval. Teachers should be aware of linguistic differences between written and oral communication which cause writing to be variously interpreted by readers, since surface structure available to the reader is merely a representation of deep meaning. Discrepancies between teacher impressions and student mastery, arising from inaccurate perceptions, can be expected and eradicated. Recent studies suggest: (1) teaching idioms and larger units of meaning; (2) teaching multiple uses of vocabulary from the outset, and teaching relational words such as prepositions first, because of their frequency in patterns; and (3) subsequently teaching content words in context through synonymy. Ambiguity must also be provided for. Noting patterns of comprehension, based on what the subject is, what the opinion about the subject is, and how it is presented when reduced to a single unitary meaning, is one approach to improving reading efficiency. (Author/CLK)

ED 119 528

FL 007 560

Kachru, Yamuna

The Semantics and Syntax of the Causative Construction in English and South Asian Languages: Implications for Teaching English as a Second Language.

Pub Date Mar 75

Note—17p.; Paper presented at the Convention of Teachers of English to Speakers of Other Languages, (Los Angeles, California, March 4-9, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Contrastive Linguistics, English, *English (Second Language), *Hindi, Interference (Language Learning), *Kannada, *Language Instruction, Language Patterns, Language Research, Second Language Learning, Semantics, Syntax

Identifiers—*Causative Constructions

In this paper, an attempt is made to explicate the notion "equivalence" in contrastive analysis. It has been suggested that a learner formulates successive hypotheses about the nature of the target language at least partially on the basis of his knowledge of the native language. A deep contrastive study of the two language systems will reveal the areas which need to be focused on in a teaching situation in order to discourage the learner from setting up "false" equivalences between the two systems, or rather, to lead him to set up valid equivalences. The paper advocates a view of contrastive analysis which is based on meaning rather than structure, and also takes into account areas such as pragmatics and conversational implicature in establishing equivalences. The method of such an analysis is illustrated by a detailed discussion of some of the properties of the causative constructions in English and selected South Asian languages. (Author)

ED 119 529

FL 007 561

McCoy, Ingeborg R.

Psycholinguistic Framework for a Humanistic Model of Foreign Language Acquisition.

Pub Date Nov 75

Note—19p.; Paper presented at the Convention of the American Council on the Teaching of Foreign Languages (Washington, D.C., November 24-26, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication (Thought Transfer), Curriculum Development, *Humanistic Education, *Language Instruction, Language Skills, Learning Processes, *Models, Psychoeducational Processes, *Psycholinguistics, *Second Language Learning, Student Attitudes, Student Motivation, Teaching Methods

Human development tasks have become an integral part of many humanistic curriculum models. When such activities are employed in the foreign language classroom, several prominent factors can be identified: on a psychological (affective) level, integrative and transactional motivation; on a linguistic (cognitive/affective) level, active listening comprehension and creative language use. No concrete psycholinguistic evidence has been established for the effectiveness of the enumerated factors; but support can be found in current psycholinguistic theory and research in their application to second language learning. A psycholinguistic framework accentuates the need to include human development tasks into objective research as well as to make them part of successful foreign language programs. (Author)

ED 119 530

FL 007 571

Lee, William R.

Communicating in English: The Value of Certain Language Games.

Pub Date Nov 75

Note—6p.; Paper presented at the International Congress of the Federation Internationale des Professeurs de Langues Vivantes (12th, Washington, D.C., November, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Educational Games, *English (Second Language), *Instructional Aids, *Language Instruction, Language Skills, Language Usage, *Oral Communication, Second Language Learning, Teaching Methods

Language learners want to communicate with others about the sort of things that interest them. Nearly everybody is interested in playing games. Many language games are kept going by communication and break down if communication itself does so. Four types of game are described to illustrate this point: guessing games, certain number games, games affording practice of the use of a piece of syntax, and "Alibi." In such games the language learners are eager to communicate with one another. Not all useful language games are of this kind, nor is communicative practice obtainable in this way only. Some games appeal to adults, others to children. Adults prefer to see the linguistic point of a game. In a foreign language learning situation, communicative games can play a very important role, but even in a second language learning situation (in which the language is met with in daily life outside the school) they can be valuable. (Author)

ED 119 531

FL 007 572

Lee, William R.

For and Against an Early Start.

Pub Date Nov 75

Note—11p.; Paper presented at the International Congress of the Federation Internationale des Professeurs de Langues Vivantes (12th, Washington, D.C., November, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cognitive Development, *Cognitive Processes, Elementary Education, Elementary School Curriculum, *Fles, Fles Programs, French, *Language Instruction, Language Skills, Research Projects, *Second Language Learning

The arguments for and against the teaching of foreign languages from primary school level onwards are discussed. Young children, if suitably taught, can make good progress with the learning of a foreign language, and whether they are better at language learning than older beginners is to some extent irrelevant. However, there is no convincing evidence that young children are inferior language-learners. Various investigations are mentioned, and a critical examination is made of certain aspects of the research project into the primary school teaching of French in Britain. An early start may be made, with language teaching as with other subjects and activities, in recognition of the mind-broadening and personal developmental effect a well-run foreign language course can have on the children taking part in it. There is room for further research on the age of beginning, the pace and intensity of the teaching, and the individualization of the teaching/learning process. (Author)

HE

ED 119 532

HE 007 061

Bournazos, Kimon

An Exploratory Study of the MLK (Martin Luther King) Program Improvement. Report No. 3.

Western Michigan Univ., Kalamazoo. Center for Educational Research.

Pub Date Jan 74

Note—57p.; For related document, see HE 007 062

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*College Environment, Curriculum, Dormitories, Educational Assessment, *Higher Education, *Negro Students, Program Improvement, Questionnaires, *Student Attitudes, *Student College Relationship, Student Needs, Student Teacher Relationship, Tables (Data)

Identifiers—*Martin Luther King Program, Western Michigan University

Six hundred thirty-three students from Western Michigan University answered a 46-item questionnaire concerning their attitudes on such matters as living conditions, curriculum, community relations, faculty-staff relations, careers, and interpersonal relations. Respondents were divided into three groups: (1) the experimental group, consisting of 135 black students who were in the Martin Luther King Program; (2) a control group of black students who were never in any type of minority program; and (3) students from predominantly white neighborhoods and white high schools. Findings led to specific recommendations for the improvement of the program. (Author/KE)

ED 119 533

HE 007 081

Bell, T. H.

[Student Financial Aid Programs. Statement by Honorable T. H. Bell U.S. Commissioner of Education Department of H.E.W. Before the Permanent Subcommittee on Investigations Committee on Government Operations United States Senate.]

Pub Date 20 Nov 75

Note—20p.; Best available copy

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Administration, *Federal Legislation, *Federal Programs, *Higher Education, Management Systems, *Student Financial Aid, Student Loan Programs

Numerous changes, additions, and refinements have been made in Federal student aid programs. Specifically, since 1965, nine separate laws have been enacted involving significant changes in the Guaranteed Student Loan (GSL) program. These numerous and continuous changes to the program contribute to confusion, complexity, and misunderstanding by students, schools, and lenders, and affect the administration of the program itself. Proper management of the program could be more readily achieved if stability and continuity in the legislation were introduced. (Author)

ED 119 534

HE 007 225

The Challenge of Creative Change. The Program for Innovation and Improvement in the Instructional Process.

California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Pub Date Mar 75

Note—135p.; Tables in appendix may not reproduce clearly because of print size of original

Available from—Office of the Chancellor, The California State University and Colleges, Los Angeles, California (\$2.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Educational Change, Educational Development, *Educational Innovation, *Educational Methods, *Higher Education, *Program Descriptions, *Program Evaluation, Tables (Data)

Identifiers—*California

For four years the California State University and Colleges attempted to encourage new approaches to instruction that would provide students with increased options in their educational programs and opportunities for faculty to test and develop their ideas for improving the quality of instruction. A number of different learning and teaching methods, tested in over 100 major pilot projects are evaluated. Assessments of campus, faculty, and student reactions to innovation and change in instruction are noted. Details are provided about the functioning and administration of each program along with a listing of all projects by kind of innovation and discipline area, including brief descriptions and statements of current status. Project evidence suggests that each instructional strategy tested has some educational value depending on discipline, student characteristics, faculty experience, and campus environment. (Author/KE)

ED 119 535

HE 007 227

The Planning of Schools of Medicine. Report of a WHO Study Group. Technical Report Series 566.

World Health Organization, Geneva (Switzerland).

Report No—WHO-TR-566

Pub Date 75

Note—48p.

Available from—Q Corporation, 49 Sheridan Avenue, Albany, New York 12210 (\$2.41)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Delivery Systems, Educational Development, Educational Finance, Educational Objectives, Educational Planning, Facilities, *Higher Education, Instructional Staff, *Medical Education, *Medical Schools, *Objectives, *Planning, Regional Planning

The education and training of health personnel should be planned as part of the overall development plan of the country and with a view to helping solve the health problems of the countries in which they live and work. Such a policy entails the establishment of close collaboration between the health authorities and those responsible for education, the social services, and economic development, and with community total health

manpower requirements of the country so as to provide a balanced mix of health personnel appropriate for the solution of national health problems. Physicians should therefore be trained in the local environment to ensure orientation to the country's problems and needs. Guidelines are provided for the planning and establishment of medical schools or centers for the health sciences. Integrated centers are preferred to encourage the training of the different categories of health personnel in the same institution. Before a decision is taken to go ahead with such a project, provision should be made to ensure that the necessary human, material, and financial resources are available not only for initiating the project but also for its long-term maintenance. (Author/KE)

ED 119 536

HE 007 228

Rondeau, Joan

The Student of the 70s in a Changing University.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 73

Note—136p.; Proceedings of the annual business meeting and conference of the Association of Universities and Colleges of Canada (October, 1973, Ottawa); In English and French

Available from—Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, Change Agents, Changing Attitudes, *College Students, *Conference Reports, *Educational Assessment, Educational Objectives, Enrollment Trends, Equal Education, External Degree Programs, Faculty, Government Role, *Higher Education, Speeches, *Student Needs, Students

Identifiers—*Canada

The general theme of this conference report relates to the concerns and interests of students and how those concerns and interests are perceived and assessed by others. Topics discussed are: (1) the role of the Association of Colleges and Universities of Canada (AAUC) to keep its member institutions aware of what is taking place across the land, and to anticipate trends; (2) the lack of a public image of the university student of the 1970's; (3) the objectives of the Open University in Britain and how far the objectives could be realized or the system transferred to other countries; (4) questions about accessibility and equal opportunity; (5) the amount of the contribution that the student should make to the cost of his education and the amount of contribution that the government should make; (6) enrollment fluctuations and patterns for the future; and (7) student expectations and needs. (Author/KE)

ED 119 537

HE 007 229

Brodie, M. B., Ed. Life, E. A., Ed.

Education for General Management: The Staff College Approach. Study No. 12.

United Nations, New York, N. Y. Inst. for Training and Research.

Pub Date 74

Note—140p.

Available from—United Nations Institute for Training and Research, 801 United Nations Plaza, New York, New York 10017 (\$6.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cross Cultural Studies, Educational Objectives, *Higher Education, Management Development, *Management Education, *Professional Training, *Program Descriptions, Program Evaluation

Identifiers—*Administrative Staff College Britain

The staff college approach to senior management education derived its impetus from Britain. It was drawn on by other countries on their own initiative in the light of their assessment of needs. It has proven economical to transplant and can be sensitively adjusted to national needs and the local culture. The first part of this document describes the origins and evolution of the Administrative Staff College in Britain; the second part reports on applications of a similar approach to the education of generalists in management and administration, drawing on contributions from almost a dozen countries. These accounts demonstrate that the staff college as an institutional form can be modified from its original conception to meet the needs of industry, commerce, and public service for developing and improving

the performance of managers and administrators in a variety of cultural and political environments. (Author/KE)

ED 119 538

HE 007 230

Muller, Steven

What is Good Public Policy for Private Higher Education? Financing Higher Education. No. 26. 1975 Series.

Southern Regional Education Board, Atlanta, Ga. Pub Date 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Finance, Educational Opportunities, Federal Aid, *Governance, *Higher Education, Middle Class College Students, Policy Formation, *Private Colleges, *Public Policy, State Aid, Student Financial Aid, Tables (Data), Tuition

What makes private or independent institutions is how they are governed. One of the virtues of private institutions is that their governance is independent or private. Private institutions serve a vital role in higher education in this country because they are a check and a balance to a sometimes overwhelming governmental presence in the governance of public higher education. What then is the appropriate public policy? It is not a question of whether we should support private higher education, but how. Problems involved are: (1) how to narrow the tuition gap; (2) providing access for middle-income students; and, (3) tuition-offset grants tie institutional aid to students. A solution is to provide a state subsidy that is large enough to keep the Private institution in business and attractive to students. The best way to demonstrate that politically is a tuition-offset formula. It is possible to put pressure on the federal government to correct the geographic inequities that are evident and to demonstrate that it is a good bargain for the taxpayers in the state. (Author/KE)

ED 119 539

HE 007 231

Dubeck, Leroy W.

Collective Bargaining: A View from the Faculty. Orientation Paper No. 7.

American Association of State Colleges and Universities, Washington, D.C.; Association of American Colleges, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Oct 75

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Attitudes, Case Studies, *Collective Bargaining, *College Faculty, *Contracts, Grievance Procedures, *Higher Education, Teacher Administrator Relationship, *Unions

Identifiers—AAUP, American Association of University Professors, *Temple University

In the spring of 1971, the Temple University faculty indicated its intention to adopt collective bargaining. The American Association of University Professors (AAUP) won the election in 1972 to be the faculty bargaining representative. One of the first issues that faced the faculty was to reorganize the structure of its AAUP chapter along lines more suitable to its role as collective bargaining agent. A revised constitution was adopted in May 1974. Particular features of the contract were: (1) that outside arbitrators are not utilized; and (2) that a discussion session is held each semester. Implementing the contract involved a great deal of cooperation between Temple University administration and the AAUP. The AAUP contract has proven an invaluable tool to resolve problems. Evidence indicates that there is a better working relationship at Temple between the administration and AAUP than exists at many other institutions under collective bargaining. (Author/KE)

ED 119 540

HE 007 232

Gladieux, Lawrence E.

Federal Student Aid Programs: A Comparison of Legislative Options.

College Entrance Examination Board, New York, N.Y.

Pub Date Nov 75

Note—22p.

Available from—College Entrance Examination Board, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Charts, Equalization Aid, *Federal Aid, *Federal Legislation, *Federal Programs, *Higher Education, Incentive Grants, *Student Financial Aid, Student Loan Programs, Tuition Grants, Work Study Programs
Identifiers—*Higher Education Act Title IV

This document summarizes the positions of interested parties on the extension and amendment of Title IV of the Higher Education Act. Charts compare legislative recommendations for the major student aid programs administered by the Office of Education, which now represent an investment of more than \$2 billion in Federal resources. These programs are: Basic Educational Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), College Work-Study (CWS), State Student Incentive Grants (SSIG), and the Guaranteed and Direct Student Loan Programs (GSLP and NDSL). Accompanying the charts is a brief narrative that emphasizes some of the broad sentiments and concerns expressed about these programs in Congressional testimony. (Author)

ED 119 541 HE 007 233
Teaching and Learning. An Evaluation of the Ontario Universities Programme for Instructional Development.

Council of Ontario Universities, Toronto.

Pub Date Sep 75

Note—97p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Educational Development, Educational Objectives, *Educational Planning, *Higher Education, *Program Evaluation, Student Improvement, *Teaching Methods, Universities
Identifiers—*Ontario

The purpose of this program was to assist faculties in Ontario universities in improving the effectiveness of instructional processes by systematic development of objectives, content, methods, and evaluation for each course offered with economy in the application of instructional resources. The first two chapters of this program report try to set the program against its historical background. The third chapter deals with the operation of individual projects. Chapter 4 examines the broader aspects of the program itself by looking at major successes and failures, the relevance of the program to Ontario universities, and the impact that the program has had in terms of a broad measure of return for effort. Chapter 5 concentrates on the overriding perceptions that were presented in terms of (1) instructional development in the Ontario universities and (2) the methods whereby instructional development might be fostered and improved. Chapter 6 contains recommendations for the future. Appendices contain: (1) more detail on the task and the method of approaching it; (2) a variety of sources outside the province as well as the individual and collective contributions provided by people within the province; (3) and a list of people spoken to. (Author/KE)

ED 119 542 HE 007 234
Finkelstein, Martin

The Incentive Grant Approach in Higher Education: A 15 Year Record. Institute for Educational Leadership Reports: Nine.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Report No.—IEL-9

Pub Date Dec 75

Note—65p.

Available from—Institute for Educational Leadership, The George Washington University, 1001 Connecticut Avenue, N.W., Washington, D.C. (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administration, Directories, *Educational Accountability, *Educational Finance, Evaluation Methods, *Higher Education, *Incentive Grants, *Resource Allocations, State Programs, Surveys, Tables (Data), Universal Education, Universities

The incentive grant approach in higher education is a resource allocation strategy that may have significant positive impact on educational performance. This document covers: (1) the incentive grant approach to resource allocation; (2) the evolution during the past 15 years of types of incentive grant programs and the contrasting roles played by state higher education agencies and multicampus systems in that evolution; (3) major patterns in the administration of incentive grant programs; and (4) a directory to 55 incen-

tive grant programs administered by higher education agencies and multicampus systems. Findings indicate that the incentive grant approach may: (1) provide incentive for participants to rechannel both efforts and resources into activities that support the new goals of universal access; (2) stimulate initiative for improvement within existing resources; and (3) yield the dual economic benefits of increased productivity and more effective targeting of resources. To these potential assets of the incentive grant approach must be added flexibility. Given these potentially positive impacts and the technique's potential adaptability to a variety of resource allocation situations, the central question becomes: How well does the approach, both generally and in its concrete variations, actually work? (Author/KE)

ED 119 543 HE 007 235

Earned Degrees Conferred: 1971-72.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Pub Date 75

Note—779p.; Not available in hard copy due to small print in original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$12.10)

EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—*Bachelors Degrees, College Majors, *Doctoral Degrees, Females, *Higher Education, Males, *Masters Degrees, *Statistical Data, Surveys, Tables (Data)
Identifiers—*HEGIS Survey

The data in this report were obtained from the survey of "Degrees and Other Formal Awards Conferred Between July 1, 1971 and June 30, 1972" conducted by the National Center for Educational Statistics (NCES). This survey was part of the seventh annual Higher Education General Information Survey (HEGIS). Contained in this report are institutional and summary data on bachelor's and higher degrees. Included are summary tables by level or degree, discipline specialty, sex of degree recipient, state and control and level of institution. Comparisons are made with data for earlier survey years. There are also three tables containing data from each of the 1,658 institutions represented in the survey. (Author/KE)

ED 119 544 HE 007 236
Buchanan, E. T., III Sunnucks, George M.

Postsecondary Co-Operative Education Programs and Minority Student Participation: Enrollment Patterns for Women, Veteran, Minority, and Handicapped Students; Selected Program Characteristics; and Exemplary Programs Serving Populations with Special Needs. Final Report.

Tidewater Community Coll., Portsmouth, Va. Virginia Beach Campus.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Bureau No.—V0317Y2

Pub Date Nov 75

Grant—OEG-0-74-1655

Note—74p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—American Indians, Asian Americans, Caucasian Students, Comparative Analysis, *Cooperative Programs, Enrollment, Females, Handicapped Students, *Higher Education, *Minority Groups, Needs, Negro Students, Post Secondary Education, *Program Descriptions, Questionnaires, Spanish Americans, *Student Participation, Tables (Data), Veterans

The purposes of this document are: (1) to measure the participation of women, veterans, minority and handicapped students in postsecondary cooperative programs; (2) to provide a descriptive and comparative analysis of selected policies and practices of cooperative education programs, by institutional level and extent of women, veterans, minority, and handicapped participation; and (3) to highlight selected cooperative education and other special programs that are uniquely responsive and have attracted women, veterans, minority, and handicapped students. Approaches taken to collect data and information necessary to the study were: (1) a detailed questionnaire that was sent to 600 colleges and universities; and (2) visitation to exem-

plary programs, open-ended schedules and extensive written and telephone conversation. Some findings were: (1) cooperative education programs reported that they are experiencing an increase in minority and women student participation; (2) increasing numbers of women, blacks, and other minority students are entering non-traditional curricula such as engineering and other technical fields; and (3) of the total headcount enrollment reported by 150 cooperative education programs, 26 percent were women, 0.8 percent were handicapped, 13 percent were veterans, and 15 percent were male students of minority status. (Author/KE)

ED 119 545 HE 007 237

Brender, Myron

A Workshop Format for a Course in the Psychology of Personal Adjustment.

Kingsborough Community Coll., Brooklyn, N.Y.

Pub Date [75]

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Course Descriptions, Curriculum Guides, Enrichment Experience, Group Experience, *Higher Education, Individual Development, Instructional Innovation, Interpersonal Relationship, Learning Experience, *Personal Adjustment, *Psychology, *Teaching Methods, Workshops

In many areas of higher education there is a growing trend away from the traditional demonstration-lecture-discussion format of instruction toward a participative, experiential approach to teaching. This is particularly evident in the field of psychology. In conducting an undergraduate course in the psychology of personal adjustment, if one views the class as a potential demonstration laboratory in human relations, it becomes possible to adopt an experiential approach to the subject through the use of a workshop format. This technique has been developed and employed with considerable success in one college setting. The first phase of the project is presented as a highly structured sequence of events. The second phase is conducted much more flexibly, allowing both the class and the instructor considerable latitude for exercising spontaneity and inventiveness. Based on student feedback the laboratory approach to the teaching of the psychology of adjustment and effective interpersonal relations possesses considerable appeal. (Author/KE)

ED 119 546 HE 007 239

Keene, T. Wayne

Faculty Salary Increases and Evaluation of Selected Performance Variables.

Pub Date [75]

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Faculty Evaluation, Faculty Promotion, *Higher Education, *Merit Pay, Research, Salary Differentials, Tables (Data), *Teacher Salaries, Teaching, *Teaching Load

At a university of about 800 faculty members offering baccalaureate, masters, and doctorate programs a study was conducted to determine the relationships between recommended salary increases and evaluation of performance. Salary increase proposals were submitted for faculty by department chairpersons. Among other items of information, the proposals contained three categories of data treated in this report: (1) recommended salary increase; (2) workload assignment; and (3) chairperson's evaluation of performance. Correlation analysis was applied to the variables for total faculty and for faculty clustered by discipline categories. Correlations between merit salary increase for teaching and evaluation of teaching and evaluation of overall quality were about the same—moderate (positive). Correlation between salary increases for activities other than teaching and evaluations of those activities differed somewhat from teaching. Merit increase for research correlated (positively) with evaluation of research to a considerably higher degree than was the case for teaching. In general, there was higher correlation between the different variables with respect to evaluation than between salary increases and evaluations of the merit increase categories. The conclusions is that correlations are weak enough to cast doubt on the value of a chairperson's evaluation in granting salary increases. (Author)

ED 119 547

HE 007 240

Keene, T. Wayne

A Study of the Feasibility of Implementing the "CAMPUS" Planning Model.

University of South Florida, Tampa. Coll. of Education.

Pub Date Jul 74

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Budgeting, *Campus Planning, Costs, Curriculum, *Data Collection, Educational Finance, Educational Planning, Enrollment, Enrollment Trends, Facilities, Faculty, *Higher Education, Institutional Research, Management, *Models, Organization, *Resource Allocations

A study was conducted to determine the feasibility of implementing the CAMPUS (Comprehensive Analytical Methods for Planning in University/College Systems) PMS model for planning and resource allocation purposes in the University of South Florida College of Education. A description of CAMPUS PMS was developed, including the nature, output provisions, component structure, and file input requirements of the model. Model provisions and constraints were developed. Recommendations were in terms of adoption, funding, organizational participation strategy, and phase-in timetable. Feasibility criteria included management utility such as enrollment forecasting, curriculum/staff/facilities planning, financial planning/budgeting, and indirect benefits; technical characteristics such as model dimensions vs. computer capabilities required, and adaptability and flexibility; implementation considerations such as cost and time requirements for implementation, staff availability, and organizational impact dynamics. Appendices include implementation procedural steps, data elements in existing institutional operating files relevant to simulation models, and typical synthesizing reports on institutional operations. (Author/KE)

ED 119 548

HE 007 241

Student Transfer Policies.

Maryland Council for Higher Education, Annapolis.

Pub Date Sep 75

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Standards, *Admission Criteria, Articulation (Program), Community Colleges, Credits, *Higher Education, Nonresident Students, Post Secondary Education, Resident Students, State Colleges, *State Standards, State Universities, *Transfer Policy

Identifiers—*Maryland

Listed in this document are the student transfer policies for the state of Maryland. It is intended for both transfer and native students wishing to transfer college level credits. Included are regulations governing: (1) public four-year colleges and campuses of the University of Maryland; (2) admission requirements and curriculum prerequisites; (3) honors work or independent study; (4) students from newly established public colleges; (5) students from community colleges and students with associate degrees; (6) transfer credit; (7) transfer credit from a community college to a four-year college; (8) graduation requirements; (9) institutional dissemination of data; (10) community college students' transfer decision; (11) innovative programs; (12) evaluation of articulation policies; (13) review of transfer status; and (14) admission of students in an articulated transfer from a public community college to a four-year institution. (KE)

ED 119 549

HE 007 242

Egerton, John

Equality of Access in Postsecondary Education. A Report from the Conference.

Southern Education Foundation, Atlanta, Ga.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jul 75

Note—27p.; Proceedings of the Conference on Equality of Access in Higher Education (Atlanta, Georgia, July 17-19, 1975)

Available from—Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, Georgia 30308 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Admission (School), Changing Attitudes, College Placement, *Conference Reports, Educational Finance, *Educational Op-

portunities, Enrollment Rate, *Equal Education, Graduate Study, *Higher Education, Negro Colleges, Negro Students, Nondiscriminatory Education, Open Enrollment, *Racial Discrimination, Recruitment

About 150 educators, administrators, and officials of public and private educational agencies took part in three days of discussions that focused on equal opportunity and the related issues of: (1) access, placement, and retention; (2) black colleges; (3) standardized tests; (4) needed change in white attitudes; (5) open admissions; (6) alternatives to admission testing; (7) access and recommendations for increased access to graduate and professional school; (8) access to private education; (9) educational finance and equal opportunity. Recommendations were made. Participants to the conference took away new resources to help solve the problems and resolve the conflicts surrounding the issue of equal educational opportunity. (Author/KE)

ED 119 550

HE 007 243

Borland, David T.

Collective Bargaining in Higher Education: The Road Ahead in the South and the West.

Pub Date 2 Dec 75

Note—14p.; Paper presented to the Phi Delta Kappa Research and Development Forum (Denton, Texas, December, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Collective Bargaining, College Environment, *Grievance Procedures, *Higher Education, *Regional Planning, *Trend Analysis

Identifiers—United States (South), United States (West)

The current movement in higher education to embrace collective bargaining has not yet reached broadly into the South and the West. Several events have occurred both nationally and in these regions, however, which seem to foretell that organized negotiations may become a part of regional campus procedures. The implications of these events, as well as the collective bargaining process itself and its consequences are analyzed. This analysis is constructed to demonstrate to faculty and administrators of the South and the West that continued lack of concern about this issue at this time will lead to a situation where reaction to these pressures becomes the norm, because proaction was initiated too late. (Author)

ED 119 551

HE 007 244

Astin, Alexander W.

The Myth of Equal Access in Public Higher Education.

Southern Education Foundation, Atlanta, Ga.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jul 75

Note—32p.; Paper presented at the conference on Equality of Access in Postsecondary Education (Atlanta, Georgia, July, 1975)

Available from—Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, Georgia 30308 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, *Educational Assessment, Educational Objectives, *Equal Education, Expenditure Per Student, Family Income, *Higher Education, Junior Colleges, *Minority Groups, Post Secondary Education, *Public Policy, Student Characteristics, Student Financial Aid, Tables (Data)

Equal access in public higher education is discussed because the public system is more susceptible to modification through changes in public policy. Related issues are: (1) selectivity of public institutions; (2) student characteristics; (3) educational resources and benefits; (4) student financial aid; (5) educational expenditures; and (6) educational goals. The issues of admissions and access cannot be resolved without a more careful consideration of the desired objectives of the higher educational system. Regardless of what our objectives might be, the existing hierarchical public systems do not present a set of opportunities that are even remotely equal for all students. (Author/KE)

ED 119 552

HE 007 289

[Tuition, Room and Board Survey 1975-76, American Association of State Colleges and Universities.]

American Association of State Colleges and Universities, Washington, D.C.

Pub Date [76]

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Graduate Students, *Higher Education, *Instructional Student Costs, *Noninstructional Student Costs, Nonresident Students, Resident Students, Surveys, *Tables (Data), *Trend Analysis, Undergraduate Students

Between 1974-75 and 1975-76, American Association of State Colleges and Universities (AASCU) member tuition and fees averaged increases of 5.5 percent for undergraduate and graduate state resident students and 3.7 percent for undergraduate and graduate nonresident students. Room-and-board rates averaged increases of 8.3 percent. AASCU institutions in most states did not substantially increase undergraduate tuition and fees. However, increases greater than 10 percent occurred in 10 states. This document provides tables that break down tuition changes for the period covered by graduate students, undergraduate students, resident students, nonresident students, state and institution. (Author/KE)

ED 119 553

HE 007 291

Payton, L. C.

Post-Doctoral Education in the Ontario Universities. 1973-74.

Council of Ontario Universities, Toronto.

Pub Date Oct 75

Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Demography, *Educational Finance, *Higher Education, Institutional Research, *Post Doctoral Education, Questionnaires, Research Apprenticeships, Statistical Data, *Student Characteristics, Student Financial Aid, Tables (Data)

Identifiers—*Ontario

This study presents statistics on the demographic characteristics of the post-doctoral population, on the role of the post-doctoral fellow in the university, and on the financing of post-doctoral education. The definition of a post-doctoral fellow used is a person holding a temporary appointment intended to provide an opportunity for continued collaboration in research with a faculty member. A three-page questionnaire was prepared and sent out to the graduate dean of each participating university for distribution to the department chairmen or heads. Chapters cover: (1) the demographic picture of the post-doctoral population; (2) the role of the post-doctoral fellow in the university; and (3) the financial resources associated with post-doctoral education. Appendices include the questionnaire used in the study and a list of departments within major discipline area. (Author/KE)

ED 119 554

HE 007 292

Agreement Between Polytechnic Institute of New York and American Association of University Professors-Polytechnic Chapter. 1974-76.

New York Polytechnic Inst., N.Y.

Pub Date Jun 74

Note—62p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Freedom, *Arbitration, *Collective Bargaining, *Contracts, Faculty Promotion, Fringe Benefits, *Higher Education, Job Tenure, Leave of Absence, *Negotiation Agreements, Personnel Policy, Teacher Associations, Teacher Responsibility, Teaching Load, Unions

Agreement was made on the first day of June 1974 by and between the Polytechnic Institute of New York and the American Association of University Professors-Polytechnic Chapter. The administration recognizes the AAUP as the exclusive representative of the employees in the bargaining unit. (Author)

ED 119 555

HE 007 294

Blackwell, James E.

Access of Black Students to Graduate And Professional Schools.

Southern Education Foundation, Atlanta, Ga.

Pub Date [75]

Note—81p.; Best available copy. Some tables may not reproduce clearly due to quality of original

Available from—Southern Education Foundation, 811 Cypress Street, N.E., Atlanta, Georgia 30308 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Admission Criteria, Affirmative Action, Court Litigation, Educational History,

Educational Supply, Enrollment Trends, *Equal Education, *Graduate Study, *Higher Education, Manpower Needs, Manpower Utilization, *Negro Students, *Professional Education, Recruitment, Tables (Data)

The issue of access at the level of graduate and professional training is multifaceted. Absolutely nothing about this issue is unidimensional and singularly focused except perhaps the persistent effort of black Americans to attain their rights to higher education. Hence, this study highlights such important components of the access issue as admissions policies, practices and results, enrollment trends and patterns in graduate and professional schools; barriers to professional practices; and efforts to increase the number and proportions of blacks in graduate and professional schools throughout the United States. Although the scope of concern here is more national than regional, in many instances, special attention is given to conditions existing in those states immediately affected by the decision in the Adams v. Richardson case. (Author)

ED 119 556 HE 007 295

Degree Credit Enrollment, University of Maine. Fall 1975. Institutional Research Memorandum No. 21.

Maine Univ., Bangor. Office of Institutional Research.
Pub Date 15 Nov 75

Note—19p.; For related document, see HE 007 296

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Students, Associate Degrees, Bachelors Degrees, *College Credits, College Students, *Comparative Analysis, Doctoral Degrees, *Enrollment Rate, Females, *Higher Education, *Institutional Research, Males, Masters Degrees, Nonresident Students, Part Time Students, Professional Education, Resident Students, Tables (Data)
Identifiers—*University of Maine

This document provides information concerning enrollment at the University of Maine for the fall semester 1975 and some comparisons with fall 1974. Highlights are: (1) total enrollment increased 11 percent between 1974 and 1975; (2) part-time enrollment increased 19 percent and full-time 7 percent; (3) 47 percent of the enrollment is female; (4) 35 percent of the enrollment is in continuing education programs; (5) 89.6 percent of the enrollment is residence students; (6) 320,850 student credit hours were generated; (7) 14 percent were generated at the associate degree level; (8) 68 percent were generated at the baccalaureate degree level; and (9) 5 percent were generated at the graduate and professional degree level. Enrollment percentages are also given for each campus of the University of Maine. (Author/KE)

ED 119 557 HE 007 296

Degree Credit Enrollment, University of Maine. Fall 1971-Fall 1975. Institutional Research Memorandum No. 20.

Maine Univ., Bangor. Office of Institutional Research.

Pub Date 15 Nov 75
Note—12p.; For related document, see HE 007 295

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Students, Associate Degrees, Bachelors Degrees, *College Credits, College Students, *Comparative Analysis, Doctoral Degrees, *Enrollment Rate, Females, *Higher Education, *Institutional Research, Males, Masters Degrees, Part Time Students, Resident Students, Tables (Data)
Identifiers—*University of Maine

The data in this document portrays full-time, part-time, and total headcount enrollment for each campus and for the entire University of Maine for the 5-year period 1971 to 1975. Full-time equivalent student enrollment that converts part-time enrollment to full-time equivalents is also shown. The total number of students enrolled in the University of Maine increased 31 percent in this five-year period. Daytime enrollment increased 30 percent and continuing education (evening) students increased 38 percent. Part-time students have increased by 19 percent. Resident enrollment increased 31 percent while nonresident enrollments have increased 33 percent. (Author)

ED 119 558

Sedlacek, William E.

Should Higher Education Students Be Admitted Differentially By Race and Sex: The Evidence. Research Report No. 5-75.

Maryland Univ., College Park. Cultural Study Center.

Pub Date [76]

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, *Admission (School), Caucasian Students, Grade Prediction, Grades (Scholastic), *Higher Education, Negro Students, Predictor Variables, *Race, *Selection, *Sex (Characteristics), Socioeconomic Background, Student Attitudes, Student Interests, Student Motivation, Test Results

The evidence supporting the selecting of students with and without regard to race and sex is discussed. It is concluded that students should be selected by race-sex subgroup. The support for this position centers around three clusters of study results: (1) studies that show no relationship, or perhaps a negative relationship, between traditional predictors (high school grades and test scores) and college grades for blacks; (2) studies that show if traditional predictors are employed, optimum validity is achieved by separate equations or cutoff scores for each race-sex subgroup; and (3) studies that show certain background, interest, attitudinal and motivational variables are useful in predicting minority success, but are not necessarily useful in predicting the academic success of white students. (Author)

ED 119 559

Armstrong, Roberta A.

The Development of New Admissions Standards for Fall 1975 University of Minnesota Freshman. Office for Student Affairs Research Bulletin. Vol. 16, No. 1.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date Oct 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Standards, *Admission Criteria, *Higher Education, Institutional Research, *Multiple Regression Analysis, Predictor Variables, Statistical Analysis, Tables (Data), *Test Results

Identifiers—*University of Minnesota

The development of new admissions standards for freshmen entering the College of Liberal Arts, the College of Forestry, the Institute of Technology, and the University of Minnesota at Morris is described and supporting research presented. The new admissions standards, which are based on a multiple correlation and regression approach using first quarter freshman year GPA as the criterion, permit applicants to submit the Preliminary Scholastic Aptitude Test (PSAT) or the aptitude tests of the American College Testing Program (ACT) for both admissions and placement purposes. This research project was originally organized into three parts: (1) preliminary research on 1972 university freshmen; (2) the development of new admissions standards on 1973 freshmen (for whom some PSAT scores were available); and (3) the establishment of cutting scores on the new admissions standards. After cutting scores on the new admissions criteria were developed, a fourth stage of research, best described as a process of double-checking earlier results, was undertaken. Table 1 of this document summarizes each phase while the remainder of the document discusses the phases in more detail, presenting supporting data at each stage of research. (Author/KE)

ED 119 560

Schroeder, Roger G.

Management Information Systems for Colleges and Universities.

Minnesota Univ., Minneapolis. Graduate School of Business Administration.

Pub Date Aug 75

Note—24p.; Paper presented at the Mid Atlantic AACSB Dean's Conference (New York, October 1975); Not available in hard copy due to small print in original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Problems, Colleges, *Higher Education, Information Needs, Infor-

HE 007 297

mation Systems, *Management Development, *Management Information Systems, *Organization, *Program Descriptions, Universities

A management information system (MIS) is embedded in the management and operating system of the organization. An MIS exists to provide information for management and operating purposes. The MIS must meet the information needs of management and operating users. The MIS consists of two components—a processor and a data base. Packaged systems have gained a strong foothold, but users are often not sure enough of their needs to take control of their MIS's and many are not "systems oriented." To get help in systems design and interpretation of information often raises organizational and resource issues that are not easily resolved. Thus, users will need to make a concerted effort to move MIS forward. (Author/KE)

ED 119 561

Schroeder, Roger G.

Management by Objectives for Colleges and Universities.

Minnesota Univ., Minneapolis. Graduate School of Business Administration.

Pub Date Nov 75

Note—27p.; Paper presented at the Joint Meeting of The Institute of Management Sciences and the Operations Research Society of America (Las Vegas, Nevada, November 17-19, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrative Personnel, College Environment, *Higher Education, *Management by Objectives, *Management Development, Program Descriptions, *Program Design, Program Planning, *Training Techniques

Management by Objectives (MBO) has been used by many businesses as a means of improving performance by managers. MBO involves setting agreed performance objectives in writing and includes a periodic review of the degree of achievement of those objectives. This document argues that MBO principles should be used by colleges and universities, and it describes how to proceed. The type of MBO approach suggested is based on the unique features of an educational environment. It is suggested that a design and implementation report be written prior to beginning an MBO system. The essential elements that such a report should cover are: purpose of the MBO system; the MBO statement; who will write statements and when; a timetable; and a training plan. Some suggestions are also made about how to write objectives. Examples are provided. (Author/KE)

ED 119 562

Schroeder, Roger G.

An Approach for Improved Planning in Colleges.

Minnesota Univ., Minneapolis. Graduate School of Business Administration.

Pub Date Apr 75

Note—31p.; Paper presented at the Spring Meeting of The Institute of Management Science and the Operations Research Society of America (Chicago, Illinois, April 30-May 2, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Administration, Educational Development, *Educational Planning, *Higher Education, *Information Systems, Institutional Research, Manuals, *Methods, Models, *Systems Development

Planning and management systems for colleges should be tailor-made to fit each particular college. The approach suggested here is flexible so that it can be adapted to individual circumstances in a variety of colleges. What is being suggested is an approach to planning rather than a technique. The approach results in two types of output documents: (1) a planning procedures manual, and (2) a planning book consisting of college plans, unit plans, and regular planning information. If the approach is successfully implemented, an institution should have less crisis oriented management, more effective resource utilization, and a better means of adapting to its environment. This document describes the proposed approach in some detail, and it indicates how to proceed with implementation. (Author/KE)

ED 119 563

Schroeder, Roger G.

College Management System Improvement: Managerial Topics Part of the Review Phase. Working Paper. College Management System Improvement Project.

HE 007 300

HE 007 301

HE 007 302

Minnesota Univ., Minneapolis. Graduate School of Business Administration.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Report No.—CMSIP-WP-74-2.3

Pub Date Sep 74

Note—44p; Appendix C may reproduce poorly in hard copy due to small print in original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Colleges, Data Collection, Decision Making, Flow Charts, *Higher Education, Information Systems, *Management Systems, Manuals, *Organizational Change, *Organizational Development, Post Secondary Education, Programing, Questionnaires, Systems Analysis, *Systems Development, Tables (Data)

How can the structure of a management system be reviewed? What specific data should be collected and what procedures should be followed? The specific data collection methodology consists of three steps: (1) description of process outputs, procedures, and inputs; (2) evaluation of effectiveness, needs, and priorities for change in the process; and (3) flow charts of process operations and relationships between processes. Each of these steps is described in detail and data collection forms are provided. This approach has wide applicability to different types of organizations. Data collected are useful to (1) identify areas of college management structure that need improvement, and (2) evaluate changes after they have been implemented. (Author/KE)

ED 119 564

HE 007 303

Schroeder, Roger G.

College Management System Improvement: Overall Description of the Review Phase. Working Paper. College Management System Improvement Project.

Minnesota Univ., Minneapolis. Graduate School of Business Administration.

Spons Agency—EXXON Corp., New York, N.Y.

Report No.—CMSIP-WP-74-2.1

Pub Date Sep 74

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Data Analysis, Data Collection, *Educational Administration, *Higher Education, *Information Systems, *Management Development, *Management Systems, Post Secondary Education, Program Descriptions

The Resource Allocations and Management Program grant funds a project aimed at facilitating the use of management science and information systems techniques by developing, documenting, and testing a methodology that small post-secondary units can use in considering the application of these tools. This document provides a description and an overview of the data collection methods used in this project. In developing the review phase, the thrust is to provide an approach that is based on data collection and analysis and is systematic in nature. Also developed is a general description of the review phase structure that forms a basis for the development of specific data collection methodology. (Author)

ED 119 565

HE 007 304

Schroeder, Roger G. Adams, Carl R.

The Effective Use of Management Science in University Administration. Working Paper No. 9.

Minnesota Univ., Minneapolis. Graduate School of Business Administration.

Pub Date Dec 72

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Organization, Cost Effectiveness, *Educational Administration, *Evaluation Criteria, Evaluation Methods, *Higher Education, *Management Development, *Management Systems, Planning, Policy Formation

Most college administrators are anxious to make use of management science techniques to assist them in operating their organizations. Despite their positive attitude, however, these administrators seem to lack a systematic method of approaching their specific organizations to decide which areas of application and what techniques should be introduced. This is due to a lack of understanding as to what is available, as well as the inability to assess what benefits and costs will be derived from the various efforts and what interaction exists between different applications. Also, there is the question of how the responsibility for analysis effort should be placed within the or-

ganization. Faced with these deficiencies, administrators in education have shied away from endorsing applications of management science in their organizations. This paper provides academic administrators with (1) a critical review of available tools, (2) a structure for considering possible analytical projects to be undertaken, and (3) the steps that should be taken by administration to ensure proper organization, planning, and control of management science efforts. (Author)

ED 119 566

HE 007 305

Froomkin, Joseph

Trends in the Sources of Student Support for Postsecondary Education. ACT Special Report Sixteen.

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-SR-16

Note—59p.

Available from—American College Testing Program Publication, P. O. Box 168, Iowa City, Iowa 52240 (Order No. 4-4-16, \$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Commuting Students, Family Characteristics, Family Income, Financial Needs, *Financial Support, *Higher Education, Instructional Student Costs, Married Students, Noninstructional Student Costs, Post Secondary Education, Resident Students, Statistical Data, *Student Financial Aid, *Student Participation, Surveys, Tables (Data), *Trend Analysis

Relatively little attention has been given to the importance of student earnings in the total financing of postsecondary education. The present study deals with this important question. It attempts to answer these questions: (1) How much are students earning in the aggregate? How much of these earnings are increasing resources to finance education, raising the standard of living of the students, and substituting for parental contribution? (3) What are the trends in the various components of total earnings? Adjusting for changing family income characteristics and inflation, How has the disposition of earning changed? (4) What has been the effect of the increase in the proportion of low-income students on earnings and the disposition of earnings? (5) What has been the discernible effect of changing college costs on students' work effort, earnings, and contributions from assets? (Author/KE)

ED 119 567

HE 007 306

Harcleroad, Fred F. And Others

Institutional Efficiency in State Systems of Public Higher Education. Report Series, 1975-76, No. 1.

Arizona Univ., Tucson. Coll. of Education.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.

Pub Date Nov 75

Note—53p; Appendix I may reproduce poorly due to print size

Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, N.W., Washington, D.C. (\$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrator Attitudes, Comparative Analysis, Consortia, *Efficiency, Federal Programs, *Higher Education, Interagency Coordination, Operating Expenses, Post Secondary Education, *Public School Systems, *State Boards of Education, *Statewide Planning, Trend Analysis

Identifiers—1202 Commissions

Do state regulatory type agencies for higher education, either consolidated governing boards or coordinating boards, have measurable effects on institutional effectiveness or efficiency? To answer this question three types of information were examined: (1) opinions of the president or delegate representative; (2) data on actual costs that are a result of the institutions' membership in a coordinating or governing systems; and (3) the situation in large-scale systems as compared with a parallel study of business organization of multicompanies. It was found that the trend toward the establishment of coordinating boards or commissions of higher education appears to be halted, at least temporarily. At the same time, the 1202 Commissions have expanded the state definitions of postsecondary education and emphasized statewide planning for higher education. All these conflicting trends indicate clearly the need to develop well understood assignments of levels of decisionmaking and distribution of authority to the institutions and to each of the

centralized regulatory agencies. In addition, institutions need to determine the essential local functions that are basic and needed at each institution. (Author/KE)

ED 119 568

HE 007 307

Outlook and Opportunities for Graduate Education. The Final Report, with Recommendations, of the National Board of Graduate Education. Number 6.

National Board on Graduate Education, Washington, D. C.

Pub Date Dec 75

Note—84p.

Available from—National Board on Graduate Education, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (\$1.25)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Educational Accountability, *Educational Demand, *Educational Supply, Equal Education, Federal Aid, *Graduate Study, *Higher Education, State Aid, Student Financial Aid, *Trend Analysis

The National Board on Graduate Education (NBGE), founded in 1969, studies the issues facing graduate education, assists those concerned with graduate education in establishing sound policies, and discusses new forms and emphases that must be given to these purposes so that the contributions of graduate education can be enhanced. In this document, the NBGE first examines forces that are currently shaping the future environment for graduate education and then summarizes the principal trends foreseen. Included are recent developments in: (1) the doctoral labor market; (2) federal policy and support; (3) state policy; (4) the graduate community. Also discussed are projected trends in: (1) the labor market; (2) Ph.D. supply; (3) graduate student financial support; (4) new clientele for graduate education; (5) expanded access; and (6) accountability. It is concluded that federal, state, and institutional policies should encourage a more explicit differentiation of function among graduate programs than currently exists. (Author/KE)

ED 119 569

HE 007 308

McGrath, Earl J.

Values, Liberal Education, and National Destiny.

Pub Date Jun 75

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Educational Development, *Educational Objectives, Educational Planning, *Features (of Society), *Higher Education, *Liberal Arts, Personal Values, Post Secondary Education, Social Problems, *Social Values

Discussion of the future of the liberal arts college is more fruitful if it begins not with its own practical internal matters but rather with a consideration of the problems in the supporting society in the solution of which the colleges could, if they chose to do so, render unique assistance. External activities designed to improve the lot of the colleges through more vigorous recruiting efforts, through intensified campaigns for additional financial support, through more sophisticated marketing techniques, and the internal efforts to improve operational and management efficiency will help the liberal arts colleges to survive. Innovations in the substance and the process of education will also make these institutions more attractive to students and prospective benefactors. The key to survival and continued well-being, however, lies not in tinkering with established policy and practice but rather in basic reform of the purposes and services of liberal education. (Author/KE)

ED 119 570

HE 007 309

Bowen Howard R. Minter, W. John

Private Higher Education. First Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education.

Association of American Colleges, Washington, D.C.

Pub Date Nov 75

Note—123p.

Available from—Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009 (free)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Administrative Organization, College Admission, College Environment, Comparative Analysis, Educational Finance, *Educational Policy, *Educational Trends, Enroll-

ment Trends, Expenditures, Facilities, *Financial Policy, Financial Problems, Financial Support, Government Role, *Higher Education, *Private Colleges, Program Development, School Holding Power, Staff Utilization, Student Attitudes, Student Financial Aid, Student Teacher Ratio, Trend Analysis

Private higher education is an important part of the American higher educational system. Despite its acknowledged achievements, the private sector is widely believed to be in serious jeopardy. The present study is intended to provide regular annual reports on trends and the financial and educational conditions of the private sector for the entire United States. Issues covered are: (1) student enrollment, admissions and attrition; (2) faculty and staff ratios and administration; (3) program change; (4) college environment in relation to the public sector, private institutions, government, fund-raising, and student attitudes; (5) operating revenues and expenditures; (6) assets, liabilities, and net worth; and (7) student housing and dining. Appendices include: (1) comparative trends for private and public higher education; (2) mortality among private and public higher education; (3) the comparative performance indicator. This study does not confirm the frequently asserted opinion that most private colleges and universities are essentially defunct and on their way to oblivion. Neither does it confirm the proposition that they are enjoying prosperity. The truth lies somewhere between these extremes. (Author/KE)

ED 119 571 HE 007 310

Austin, Michael J., And Others

Personnel and Staff Development Planning for the Human Services. Volume 1. Final Report of the Florida Board of Regents, Office of Career Planning and Curriculum Development for the Human Services.

State Univ. System of Florida, Tallahassee. Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Report No.—R-75-10

Pub Date Oct 75

Note—127p.; For related document, see HE 007 311

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Career Ladders, Data Bases, *Higher Education, *Human Services, Job Training, Management, *Management Information Systems, Models, Personnel Evaluation, Personnel Policy, Questionnaires, Recruitment, Staff Improvement, *Staff Utilization, Tables (Data)

Identifiers—*Florida

The Office of Career Planning and Curriculum Development for the Human Services was established in September 1972 to study the problems associated with manpower utilization and the lack of career mobility within the Florida Department of Health and Rehabilitative Services (HRS). Objectives of the study were: (1) to identify the contributing factors and supplementary problems associated with these areas; and with (2) recruitment; (3) screening; (4) job preparation and training; (5) deployment; and (6) performance evaluation. Approaches were: (1) measurement of work behavior using a variation of the work diary and time log methods of work measurements; and (2) a structured questionnaire that functioned as the basic vehicle for identifying biographical characteristics of the worker and some basic environment information. The results of this job analysis are an empirical data base in the form of a Manpower Management Information System and Human Service Task Bank. (Author/KE)

ED 119 572 HE 007 311

Florida Human Service Task Bank. Volume 2. Final Report of the Florida Board of Regents Office of Career Planning and Curriculum Development for the Human Services.

State Univ. System of Florida, Tallahassee.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date Oct 75

Note—260p.; For related document, see HE 007 310

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Career Ladders, Curriculum Development, Guides, *Human Services, *Management Information Systems, Models, Personnel Evaluation, Personnel Policy, *Staff Improvement, *Staff Utilization, Training, *Vocational Development

This practical guide for training and personnel specialists working in the human service agencies provides an understanding of how the Human Service Task Bank and the Manpower Management Information System (MMIS) (described in HE 007 310) can be used to address personnel and training problems. The Manpower Management Information System and the Human Service Task Bank are a data base that grew out of a study of the problems associated with manpower utilization and the lack of career mobility within the Florida Department of Health and Rehabilitative Services. This document discusses: (1) the basic elements of the human service task bank; (2) the human service task bank for curriculum design; (3) five functions and eleven roles of human service work; (4) functional job analysis scales; (5) codebook for task component designations; (6) codebook for functional knowledge and skill categories; (7) outline for delivery of human services; (8) outline for the human service supervisor; and (9) the human service task bank. (Author/KE)

ED 119 573 HE 007 312

Pfister, Allan O., Ed.

University Faculty in Crisis: Collective Bargaining, Tenure, Faculty Development. Occasional Papers in Higher Education, No. 10.

Denver Univ., Colo.

Pub Date Sep 75

Note—107p.; Papers presented at a seminar in Higher Education (University of Denver, Boulder, Colorado, 1975).

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Affirmative Action, *Collective Bargaining, *College Faculty, *Higher Education, Instructional Improvement, *Manpower Development, Part Time Teachers, Post Secondary Education, Staff Improvement, State Boards of Education, Teacher Improvement, *Tenure

This collection of nine papers grew out of a series of presentations made by advanced graduate students participating in a seminar in Higher Education during the spring term, 1975. The purpose of the seminar is to afford advanced students an opportunity to explore in depth the topics considered in the more general way in the course sequence and in other courses in Higher Education. The papers presented in the seminar were divided into three broad areas: collective bargaining; tenure; and faculty development. Papers presented covered: (1) an overview of collective bargaining; (2) collective bargaining in relation to part-time faculty; (3) the role of statewide governing boards in local community college collective bargaining; (4) women, college faculty, and tenure; (5) faculty tenure in a period of financial crisis; (6) conflict between tenure and affirmative action; (7) perspectives and issues of faculty development; (8) the teaching aspect of faculty development; and (9) West German University reform and the university professor. (Author/KE)

ED 119 574 HE 007 313

Higher Education Legislation, 1975. Part 1. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress First Session on Oversight and Information Concerning Student Assistance Under the Higher Education Act.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 75

Note—898p.; Not available in hard copy due to small print size of original document

EDRS Price MF-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Legislation, Educational Objectives, Federal Aid, *Federal Legislation, *Federal Programs, *Higher Education, *Student Financial Aid

In these hearings the Senate Committee on Labor and Education is seeking information from witnesses as to how programs operate and what can be done to improve the underlying assumptions and guidelines in the 1972 legislation and still retain the original goals and aspirations of

the Congress concerning student assistance. (Author)

ED 119 575 HE 007 314

Leslie, David W.

The Impact of Collective Bargaining on the Management of Faculty-Institution Conflict in Colleges and Universities. Final Report to the National Institute of Education.

Virginia Univ., Charlottesville. Center for Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—3-0424

Pub Date [74]

Grant—NE-G-00-3-0048

Note—111p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Collective Bargaining, *Conflict Resolution, Geographic Regions, Grievance Procedures, *Higher Education, *Management, *Teacher Administrator Relationship

The goal of this study was to describe and assess the impact of collective bargaining on the management of conflict in higher education. Bargaining and nonbargaining institutions were matched and their grievance processes compared on a number of dimensions. It was concluded that although collective bargaining has had a distinct effect on the way conflict is managed in colleges and universities, a number of other variables have had an effect as well. These include control patterns, organizational patterns, region of the country, and level of educational offering. (Author)

ED 119 576 HE 007 315

Calem, Leonore

Human Values and Institutional Purpose: A Comparative Analysis of Values Held By Students, Faculty and Administration at a Private College in Puerto Rico. Societal Factors.

Pub Date 31 Dec 74

Note—50p.; A practicum presented to Nova University in partial fulfillment of the requirements for the Degree of Doctor of Education. Some pages may not reproduce clearly due to marginal quality of original.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrator Attitudes, *Comparative Analysis, *Educational Objectives, *Higher Education, *Personal Values, Private Colleges, *Social Factors, Student Attitudes, Surveys, Teacher Attitudes

Identifiers—*Puerto Rico, Rokeach Value Survey

The Rokeach Value Survey was administered to a randomly selected group of first year students, the faculty and the administration of a private, four-year college located in a semi-rural area in Puerto Rico. The purpose of the test was to determine how congruent were the values held by the members of the college community with those implied by the goal statements of the college. It was discovered that while the faculty and administration held values relatively in accord with the stated democratic, egalitarian, and innovative philosophy of the college, the students demonstrated a tendency toward passivity and an authoritarian value system. Recommendations for faculty orientation and curricular development for dealing with the situation were made. (Author)

ED 119 577 HE 007 316

Berdahl, Robert O.

The State of State Planning, Coordination and Governance. Issues in Higher Education. No. 9. Southern Regional Education Board, Atlanta, Ga.

Pub Date 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Role, Coordination, Directories, *Educational Accountability, Educational Development, Evaluation, *Governance, Government Role, *Higher Education, Policy Formation, *State Boards of Education, *Statewide Planning

Identifiers—*1202 Commissions

The role and powers of the statewide boards of education have come under scrutiny and attack. This document examines the problems in the area of planning and program review, institutional closure and evaluation of the whole public policymaking process. Issues discussed are how: (1) a "self-denying ordinance" had governed higher

education; (2) the affluence of the 1960's has yielded to the austerity of the 1970's; (3) "instant coordination" conflicts with constituent participation; (4) a bit of loose money can have a disproportionate effect; and (5) anticipating program phase-outs can avoid "ad hocery." (Author/KE)

ED 119 578 HE 007 318

French-Lazovik, Grace

Evaluation of College Teaching. Guidelines for Summative and Formative Procedures.

Association of American Colleges, Washington, D.C.

Pub Date [75]

Note—12p.

Available from—Publications Office, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009 (\$0.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Teachers, *Evaluation Methods, *Guidelines, *Higher Education, Peer Groups, Self Evaluation, Students, *Teacher Evaluation

The literature on teaching evaluation has long recognized that it is simply not possible now, or perhaps ever, to isolate from among all the variables that are interacting the individual teacher's contribution to changes in the learner, many of which are complex, subtle, and may not be observable until much later in the student's life. Thus, other criteria, usually judgmental in nature, have formed the basis of efforts to evaluate teaching. A widely stressed admonition is that one should never rely solely on a single source of data, but should use several or all of these forms of judgment. The sources of first-hand data that have been most often suggested (and which are discussed in this document) are faculty self-evaluation, peer evaluations without visitation, and the student's evaluation of teaching. (Author/KE)

ED 119 579 HE 007 319

Feingold, S. Norman

Student Aids and BBCCS (B'nai B'rith Career and Counseling Service): A New Look at an Old Problem.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Oct 73

Note—26p.; Paper presented at the B'nai B'rith Professional Staff Conference (Saddle Brook, New Jersey, October, 1973)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bibliographies, Directories, Employment Programs, *Federal Programs, Financial Problems, *Higher Education, *Jews, Legal Problems, Post Secondary Education, Scholarships, *State Programs, *Student Financial Aid, Trend Analysis, Tuition Grants

Approximately 95 percent of affiliated Jewish youth attend college. Much is happening in student aid today that will probably affect parents and their children. Issues of importance include: (1) legal considerations; (2) sources of financial aid; (3) applying for financial aid; (4) state and federal programs of financial aid; (5) sources of information about financial aid; (6) problems of middle income, risk scholarships, and aid for transfer students; (7) the future of student aid; and (8) training educational personnel to administer student financial aid. What should be the role of the B'nai B'rith Career and Counseling Service (BBCCS) in career and scholarship planning? It is extremely important that all BBCCS officers be particularly aware of student aid and financial assistance opportunities available or potentially so from all sources. (Author/KE)

ED 119 580 HE 007 321

Kemerer, Frank

Congress and the Student Aid Cutoff Riders.

Pub Date Feb 73

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Activism, Discipline Policy, Educational Objectives, *Federal Aid, *Federal Legislation, Government Role, *Higher Education, Program Effectiveness, Public Policy, *Student Financial Aid, Student Participation

By early 1969, 82 percent of a public opinion poll called for the expulsion of college students who broke laws while participating in campus demonstrations, and 84 percent thought these students should lose federal loans. Essentially three issues faced Congress at this time: (1) Did

Congress have a clear rationale for involvement in campus affairs? (2) How could Congress respond to the public's desire to halt campus disruptions? (3) How could Congress deter such disruptions? A related issue is the effectiveness of the federal aid cutoff riders in curtailing campus disruptions and punishing student demonstrators. Punitive legislation of the type represented by the cutoff riders appears both unwise and unworkable. Disciplinary procedures and sanctions should be left to the educators. Three actions Congress can take are: (1) to stipulate in all student/faculty financial aid legislation that federal aid may be terminated if, after a hearing, campus authorities deem such termination an appropriate remedy; (2) to consider enacting measures that can lessen forms of extreme violence; and (3) to recommend that the Executive branch take certain action to assist local police and campus officials separately and in concert to develop effective strategies to cope with escalating violence on and off campus. (Author/KE)

ED 119 581 HE 007 322

Lunneborg, Patricia W.

Trying to Take Sex Role Out of Self-Concept.

Pub Date Aug 75

Note—9p.; Paper presented at the American Psychological Association Convention (Chicago, Illinois, August, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Change Agents, Changing Attitudes, Females, *Higher Education, Males, *Personality Change, Research Utilization, *Self Concept, Self Concept Tests, *Sex Role, *Trend Analysis, Womens Studies

In what way are peoples' future self-concepts affected by thoughtful appraisal and study of the sex-role literature in psychology? A 10-week course taught by a feminist psychologist stressed the harmful effects to both sexes of sex-role stereotypes. Traditional sex roles were presented as stifling, restrictive, false, and inappropriate if the goal is to maximize human potential. As a result of the instructor's bias, it was expected that the class would have even greater respect for traditionally valued female traits, and less admiration for such traditionally male valued traits. The self-concept scale employed not only had high social desirability values associated with them, but the items represented traits highly valued in only one sex. The course had its intended effect of female-valued personality traits, that is, greater valuation. It had the opposite effect than intended on male-valued personality traits. Male competency items were far more valued now by both sexes. The ideal adult of tomorrow, sex unspecified, will be more "masculine" in many ways than the college men of today. (Author/KE)

ED 119 582 HE 007 323

Employment Self Evaluation Checklist.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date Nov 75

Note—3p.; For related documents, see HE 007 325-328

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administration, Checklists, *Educational Legislation, *Employment Practices, Evaluation Methods, Federal Aid, *Higher Education, Policy, *Self Evaluation, *Sex Discrimination

Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 requires all institutions (and others) receiving federal education funds to undertake a self-evaluation of policies and practices concerning both students and employees. This short checklist that follows is aimed at those institutions that have not been covered by the affirmative action requirements of the Executive Order and have not been previously involved in any self-evaluation process concerning employees. Some areas highlighted are administration, policy, and analysis. (Author/KE)

ED 119 583 HE 007 324

Elimination of Sex Discrimination in Athletic Programs. Memorandum to Chief State School Officers, Superintendents of Local Educational Agencies and College and University Presidents.

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date Sep 75

Note—12p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Affirmative Action, *Athletics, Educational Assessment, *Educational Legislation, Federal Aid, *Higher Education, Objectives, *Scholarships, Self Evaluation, *Sex Discrimination

Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 and the Departmental Regulation (45 CFR Part 86) prohibits discrimination on the basis of sex in the operation of most federally-assisted education programs. This document provides guidance with respect to the major first-year responsibilities of an educational institution to insure equal opportunity in the operation of both its athletic activities and its athletic scholarship programs. Discussed is: (1) discrimination on the basis of sex in the operation of any interscholastic, intercollegiate club or intramural athletic program offered by an educational institution; (2) equal opportunity in the provision of athletic scholarships; (3) the requirement that by July 21, 1976 educational institutions evaluate and correct current policies and practices. Also discussed is the need to include in an institutional self-evaluation: (1) a comparison of the requirements of the regulation with current policies; (2) a determination of the interests of both sexes in the sports offered and a determination of the relative abilities of members of each sex; and (3) a plan to accommodate the interests and abilities of both sexes. (Author/KE)

ED 119 584 HE 007 325

Single Sex Organizations and Programs Under Title IX.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date Nov 75

Note—3p.; For related documents, see HE 007 323, 326-328

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Education, Committees, *Educational Legislation, *Federal Aid, *Higher Education, *Organizations (Groups), Professional Associations, *Sex Discrimination, Student Organizations, Womens Studies

Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 prohibits sex discrimination in all federally funded education programs. There has been some confusion as to which single sex groups and programs are covered and which ones are exempt. Briefly discussed here are regulations covering: (1) groups whose membership practices are exempt; (2) programs operated by educational institutions; and (3) programs not operated by educational institutions but receiving significant assistance from them. (Author/KE)

ED 119 585 HE 007 326

Summary of the Regulation for Title IX Education Amendments of 1972.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date Sep 75

Note—5p.; For related documents, see HE 007 323, 325-328

Available from—PEER, 1522 Connecticut Ave., N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Affirmative Action, Athletics, Counseling, Courses, *Educational Legislation, Employment, Facilities, *Federal Aid, Federal Legislation, Fringe Benefits, Health Services, *Higher Education, Law Enforcement, Marital Status, *Sex Discrimination, Student Financial Aid, Textbooks

Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program operated by an organization or agency that receives or benefits from federal aid. The regulation (45 CFR Part 86) for Title IX summarized in this document falls into five categories: (1) general matters related to discrimination on the basis of sex; (2) admissions; (3) treatment of students once they are admitted, including housing and facilities, courses and other educational activities, counseling, student financial aid, student health and insurance benefits, marital or parental status, athletics, and textbooks; (4) employment; and (5) enforcement procedures. (Author/KE)

ED 119 586 HE 007 327

Dunkle, Margaret C. Sandler, Bernice
Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date Nov 75

Note—33p.; For related documents, see HE 007 323, 325-328

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Standards, Admission (School), Adult Education, *Affirmative Action, Athletics, Career Education, Child Care Centers, *College Students, Consortia, Cooperative Programs, Counseling, Curriculum, *Educational Legislation, Employment Opportunities, Facilities, Federal Aid, Federal Legislation, Health Services, *Higher Education, Recruitment, *Sex Discrimination, Student Financial Aid, Textbooks, Womens Studies

Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 mandates that sex discrimination be eliminated in federally assisted education programs. Title IX has significant implications for a variety of issues including recruiting, admissions, financial aid, student rules and regulations, housing rules, health care and insurance benefits, student employment, textbooks and curriculum, single-sex courses and women's studies programs. This document examines the overall implications of Title IX as well as the specific issues that affect virtually every school and college in the country. It attempts to provide insights into the scope and nature of practices that discriminate against students on the basis of sex, and the changes in these practices that might well be required for an institution to be in compliance with federal law. (Author/KE)

ED 119 587 HE 007 328
Partial List of Actions Institutions Must Take Under Title IX.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date Nov 75

Note—5p.; For related documents, see HE 007 323, 325-327

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Admission (School), *Affirmative Action, Athletics, Counseling, *Educational Legislation, Evaluation, Facilities, *Federal Aid, Grievance Procedures, Guides, *Higher Education, Placement, Recruitment, Religious Education, *Sex Discrimination, Student Financial Aid

Identifiers—*Education Amendments 1972 Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all federally funded education programs. The regulation of Title IX, which became effective on July 21, 1975, specifies a number of actions that educational institutions receiving federal funding (as well as other recipients of federal education funds) must take to be in compliance with the law. This document highlights some of the specific actions that the regulation requires. (Author/KE)

ED 119 588

Kemerer, Frank R.

Approaching Academic Efficiency. Lessons for Educators from Business and Politicians.

Pub Date May 73

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Principles, *Business Skills, Cost Effectiveness, Decision Making Skills, *Educational Development, Evaluation Methods, Goal Orientation, *Higher Education, Management Systems, Models, Organizational Change, *Organizational Development, Organizational Effectiveness, Personnel Evaluation, Planning, *Politics

While assuming the uniqueness of the educational organization, educational administrators can nevertheless learn five important principles from business management. The five principles are: (1) defining organizational goals; (2) implementation of goals on a cost-effective basis; (3) monitoring and assessment of staff performance; (4) a formal procedure for exploration of new techniques and purposes; and (5) long-range economic and academic planning. From politics educational administrators can learn one more principle—development of a political systems perspective in order to implement successfully management decisions. (Author/KE)

ED 119 589

Atelak, Frank J. Gomberg, Irene L.

Faculty Research: Level of Activity and Choice of Area. Higher Education Panel Reports No. 29. American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Note—38p.

Available from—American Council on Education, One Dupont Circle, Suite 630, Washington, D.C. 20036 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*College Faculty, Engineering, *Financial Support, *Higher Education, Questionnaires, *Research Needs, Sciences, *Scientific Research, Surveys, Tables (Data), Working Hours

This survey on faculty involvement in research and the ability of faculty investigators to obtain support in research areas of their own choosing elicited information from doctorate-level departments in each of 16 selected science and engineering fields on: (1) the number of full-time doctorate faculty and the proportion of time they spend on research; (2) the number of faculty investigators who had external, separately budgeted research support; (3) the number of faculty investigators who received external support primarily for research outside their preferred areas; and (4) the factors influencing faculty investigators in their selection of externally sponsored research activities in nonpreferred areas. The sample was limited to institutions that granted doctorates in at least one science or engineering field in 1970-71 and that received \$1 million or more from the Federal Government for research and development in FY 1974. Tables give a breakdown by field. Appendices provide the survey instrument. (Author/KE)

ED 119 590

Educational and General Expenditures of Member Colleges.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.

Pub Date Dec 75

Note—25p.; Appendices may reproduce poorly due to print size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Budgeting, Comparative Analysis, *Educational Economics, Educational Finance, *Expendancy Tables, *Expenditures, *Higher Education, *Operating Expenses, Profile Evaluation, Resource Allocations, Statistical Analysis

This document provides normative fiscal information to assist institutions in identification of emerging trends in the allocation of financial resources. These data do not represent minimums, but are composite perspectives of the operational characteristics of all institutions in the respective enrollment categories for each level. Tables cover: (1) distribution of member

HE 007 329

institutions by level, enrollment, and governance; (2) total educational and general expenditures per FTE student; (3 to 14) the percentage of total Educational and General (E & G) expended at each level of institution for each classification: instructional and departmental research, libraries, operating and maintenance of plant, organized activities related to educational department, sponsored research, other separately budgeted research, sponsored programs, extension and public service, student services, general administration, general institutional expense, and student aid; and (15 to 19) summaries for all E & G elements for a given level of institution. (Author/KE)

ED 119 591

Faculty Activity Survey.

Maryland Council for Higher Education, Annapolis.

Pub Date [75]

Note—46p.; Occasional light print; Appendix A is marginally legible due to small print in original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Class Size, College Credits, *College Faculty, *Higher Education, Post Secondary Education, Research, *Surveys, Tables (Data), *Teaching Assignment, *Teaching Load, Teaching Methods, Units of Study (Subject Fields)

Identifiers—*Maryland

A working group, composed of both faculty and administration representatives from the State Board for Community Colleges and the community colleges, the Board of Trustees for State Colleges, the University of Maryland, and the private institutions, met together over a period of several months to develop the design of the study and the data collection instrument. Responses were obtained from over four thousand full-time faculty members. An additional 1,800 responses were received from part-time faculty members. Some findings were: (1) faculty members in Maryland's institutions of higher education reported workloads similar to those reported by faculty members in other states; (2) the percentages of time devoted to different activities vary according to institutional missions; (3) total workloads of the University faculty members appear to be within the recommended guidelines of the American Association of University Professors; (4) nearly constant amounts of time expended in preparation and administration per credit hour were taught regardless of course levels; (5) product of student credit hours per full-time equivalent faculty member varied greatly by segment, by level of instruction, and by field of knowledge; and (6) by enabling each institution to compare its own data with statewide averages, efficiency or its absence may be recognized. (Author/KE)

ED 119 592

Hendricks, Glenn Zander, David

Impact of an Orientation Program for Foreign Students. Office for Student Affairs Research Bulletin. Vol. 16, No. 4.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date Dec 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Admission Criteria, Educational Objectives, *Foreign Students, *Higher Education, *Orientation, *Program Descriptions, *Program Evaluation, Second Language Learning, Student Needs

The International Student Advisor Office (ISAO) provides a variety of services and activities aimed at assisting foreign students to adjust to their new environment. A portion of these activities and services is formalized in the Summer Orientation Program, which attempts to introduce students to life in the U.S. in general and the academic scene in particular. This document describes and discusses an Orientation Program held from July 25 to September 10, 1975. It was a component part of a joint program that included a separately administered Intensive English Language Program. Findings are that: (1) the goals of the program need to be more clearly defined to include the implication of adding participants who are not new arrivals; (2) the juxtaposition of this program with IEL places it in competition for the participants' time with the student opting for the acquisition of a knowledge of English over American culture; and (3) that

the Home-Stay Program is seen as vital but desires and motives of the participants need reexamination. Attempts should be made to utilize, for communication purposes, natural groups that emerge from the students themselves. (Author/KE)

ED 119 593 HE 007 334

The Colleges and Universities of New Jersey. A Guide to Undergraduate Institutions.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date Jun 75

Note—79p.

Available from—Department of Higher Education, 225 West State Street, Trenton, New Jersey 08625 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Admission Criteria, Bachelors Degrees, *Colleges, *Community Colleges, Cooperative Programs, Costs, External Degree Programs, *Higher Education, *Junior Colleges, Military Training, Nursing, State Aid, Student Financial Aid, Theological Education, *Universities, Vocational Schools

Identifiers—*New Jersey

These descriptions of colleges and universities in the state of New Jersey are intended to answer questions regarding which institutions and programs might serve particular needs, plus giving the location, entrance requirements, and costs of those schools. Descriptions cover: (1) universities and technical colleges, (2) four-year independent colleges, (3) four-year public colleges, (4) external degree programs, (5) two-year independent colleges, and (6) two-year colleges. Charts cover: (1) baccalaureate programs and universities, (2) two-year programs, (3) costs, and (4) general admission information. Appendixes give information on: (1) cooperative education, (2) schools of professional nursing, (3) institutions with programs in religion and theology, and (4) Army ROTC programs. Also included is information on New Jersey student financial aid. (KE)

ED 119 594 HE 007 335

Proceedings of the National Invitational Conference on Institutional Eligibility. Arlington, Virginia, April 30-May 2, 1975.

Office of Education (DHEW), Washington, D.C. Pub Date 75

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Accreditation (Institutions), Consumer Education, Consumer Protection, *Federal Programs, *Government Role, *Higher Education, Post Secondary Education, Program Administration, *State Standards

The Office of Education convened the National Invitational Conference on Institutional Eligibility for the purpose of reviewing and analyzing the issues surrounding eligibility for postsecondary educational institutions and programs. Some of the specific goals and purposes of the conference were to review and make recommendations concerning: (1) eligibility issues that relate to existing potential legislation; (2) issues raised, and recommendations made, in the following publications and statements: (a) "Private Accreditation and Public Eligibility" by Harold Orlans et al., (b) Office of Education statements on eligibility and accreditation presented before Congressional committees, (c) "Toward a Federal Strategy for Protection of the Consumer of Education," a report prepared by the Federal Interagency Committee on Education's Subcommittee on Educational Consumer Protection, and (d) addresses presented by the Commissioner of Education at education conferences; (3) the role and functions of the Advisory Committee on Accreditation and Institutional eligibility; (4) the role and functions of state approval agencies and recognized accrediting agencies relative to Federal eligibility needs. (Author)

ED 119 595 HE 007 336

Winston, Ellen

Social Welfare Education and Careers in the South.

Southern Regional Education Board, Atlanta, Ga. Manpower and Education Project.

Pub Date 75

Note—38p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administration, *Career Opportunities, Educational Supply, Employment Potential, Graduate Study, *Higher Education, Management, *Manpower Utilization, Policy Formation, Professional Continuing Education, *Professional Education, *Social Work, Specialization, Vocational Development

Section 1 examines the issues involved in the educational preparation of social workers. Section 2 concerns the supply-and-demand outlook for graduates in social welfare in the southern region in 1980. Broad issues dealt with are: (1) recent developments; (2) undergraduate issues; (3) educational resources; (4) potential employment for doctoral graduates; (5) specialization; (6) social welfare policy; (7) administration and management; (8) continuing education; (9) personnel classification; (10) employment settings; (11) supply of social workers from associate, baccalaureate, master's and doctoral programs; (12) continuum in social work education; (13) demand for social workers. Findings indicate that: (1) it is incumbent on the educational institutions in each state to work closely with the employing agencies and to plan in such a way that social work manpower at all levels of training will be adequate to meet demonstrated needs; and (2) if the trend of the 1960's and early 1970's continues, the outlook for social welfare graduates in the south appears favorable at all degree levels and that competition will continue to be heavy in urban centers but that graduates will find a more favorable employment market in the non-metropolitan areas. (Author/KE)

ED 119 596 HE 007 337

A Guide for Colleges and Universities. Cost Principles and Procedures for Establishing Indirect Cost and Other Rates for Grants and Contracts with the Department of Health, Education, and Welfare.

Department of Health, Education, and Welfare, Washington, D.C.

Report No.—OASC-1

Pub Date Sep 74

Note—89p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.75)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Contracts, Costs, *Federal Programs, Financial Policy, Fringe Benefits, *Grants, Guidelines, *Higher Education, *Program Proposals, Tables (Data)

Identifiers—*Department of Health Education and Welfare

This guide, in addition to continuing the cost principles that apply to Department of Health, Education, and Welfare (DHEW) grants and contracts performed at colleges and universities, describes in general terms the process of indirect cost rate determinations and sets forth instructions for the submission of rate proposals by grantees and contractors. Sections contain: (1) information on basic considerations involved in rate determination and on DHEW views and practices; (2) guidelines for preparation of an indirect cost rate proposal; (3) guidelines for preparation of fringe benefits and other special rate proposals; (4) General Services Administration Federal Management Circular (FMC) 73-8, the Federal cost principles followed by DHEW in establishing the acceptability of charges to its grants and contracts, and General Services Administration Federal Management Circular (FMC) 73-6, which contains Federal policy that provides for the assignment of audit and negotiation responsibility for a given educational institution to a single Federal agency; (5) sample indirect cost rate proposal formats, a guide for the use of fixed rates with carry forward, sample indirect cost rate proposal formats, a guide for the use of fixed rates with carry forward, a sample activity report, a sample summary indirect cost settlement sheet, and a sample negotiation agreement. (Author)

ED 119 597 HE 007 338

Reichard, Donald J. McArver, Patricia P.

The Commuting Student Survey: Highlights and Summary Tables.

North Carolina Univ., Greensboro.

Pub Date Dec 75

Note—46p.; For related documents, see HE 007 340

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Commuting Students, Comparative Analysis, *Demography, Emancipated Students, Females, Graduate Students, *Higher Education, Institutional Research, Males, Married Students, Resident Students, *Student Characteristics, Surveys, *Tables (Data), Undergraduate Students

Commuting students make up sixty-two percent of the fall 1975 student body and represent the principal source of enrollment growth at UNC-G. The Office of Institutional Research conducted a survey of 2,140 commuter and resident students in the spring of 1975. A stratified random sample was designed so that students in the different undergraduate and graduate classifications would be proportionately represented. A total of 684 commuters and 178 residents completed and returned the questionnaire. A copy of the entire questionnaire is appended to this document. Tables present commuter and resident responses and are divided into: (1) general characteristics; (2) financial characteristics; (3) academic and social life; and (4) activities and services. (Author/KE)

ED 119 598 HE 007 339

A Report of the Regents on the City University of New York.

City Univ. of New York, N.Y.

Pub Date 11 Dec 75

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Budgeting, Cooperative Planning, *Economic Factors, Educational Objectives, *Educational Planning, *Equal Education, Financial Needs, Financial Policy, Governance, *Higher Education, Post Secondary Education, Student Needs, Tables (Data), *Urban Universities

Identifiers—*City University of New York

The impact of the rapidly deteriorating fiscal situation in New York City threatens City University of New York (CUNY). The Board of Regents called on a Special Committee on Regents and a Task Force on the City University and asked them to formulate a plan that would preserve CUNY. They were directed to: (1) identify educational priorities with consideration to budgetary limitation; (2) identify educational needs; (3) recommend measures that address CUNY's financial crisis; (4) propose a fiscal plan for the future; (5) consider potential contributions that other institutions can make in meeting the needs of postsecondary education in NYC; (6) recommend changes in structure and governance; and (7) recommend a plan for submission to the mayor, governor, and the legislature. Opinions were solicited from a broad cross section of people who are interested in CUNY. On December 10, 1975 the special committee and task force submitted a report to the Board of Regents. The board reviewed the report and with certain editorial changes adopted the report herein. (Author/KE)

ED 119 599 HE 007 340

Reichard, Donald J. McArver, Patricia P.

Demographic Characteristics of Commuting Students.

North Carolina Univ., Greensboro.

Pub Date [75]

Note—25p.; For related documents, see HE 007 338

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Commuting Students, Comparative Analysis, *Demography, Emancipated Students, Females, Graduate Students, *Higher Education, *Institutional Research, Males, Married Students, Resident Students, *Student Characteristics, Surveys, Tables (Data), Undergraduate Students

Identifiers—*University of North Carolina Greensboro

The commuting university student has traditionally been characterized in educational literature as less affluent, intellectually less sophisticated and more closely tied to home and family than his peer who lives in university housing. Such generalizations, while historically accurate, do not take into account factors that are bringing older, married, or financially independent people into the classroom. Demographic characteristics of commuting students at the University of North Carolina at Greensboro (UNC-G) revealed that most UNC-G commuters have established a household apart from their parents. Many are employed full time and are married, with families of their own. They are a

diverse group compared to the relatively homogeneous resident students. Three types of commuters were found: (1) commuters living with their parents; (2) married commuters; and (3) commuters maintaining separate residences apart from their parents. The demographic data provides a clearer picture of just who the commuters are and how they differ from the resident students traditionally served by UNC-G. (Author/KE)

ED 119 600 HE 007 562

Pierog, John J.

A Comparison of Attitudinal Differences in Awareness Between Students Participating in College Governance and Students Who Do Not Participate in College Governance.

Pub Date 10 Jul 75

Note—25p.; A practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Attitude Tests, Changing Attitudes, College Administration, *Comparative Analysis, *Governance, *Higher Education, *Participant Characteristics, *Student Attitudes, Student College Relationship

Identifiers—*York College (Pennsylvania)

What are the attitudinal differences in the sense of awareness between a group of students who participate in college governance and a matching sample of students who do not participate in college governance? Awareness is identified with items that express concern and emphasis upon three sets of meanings: personal, poetic, and political—self-understanding, appreciative relationship for the arts, and concern about the world and welfare of mankind, respectively. To test this hypothesis, forty students were grouped as either participants (members of the student senate) or nonparticipants in the college governance structure at York College, Pennsylvania. Both groups were administered the Awareness Scale from the College and University Environment Scales Pace (1963). Results indicated that there is no significant difference in awareness between student participants in college governance and student nonparticipants. (Author/KE)

ED 119 601 HE 007 607

Wish, John de Vriend, Wim

Efficiency and Equity in Post-Secondary Education through Portable Grants. Oregon as a Case Study.

Oregon Univ., Eugene.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; EXXON Education Foundation, New York, N.Y.

Pub Date 73

Note—190p.; Graphs may not reproduce

Available from—Consumer Research Center, Attn: John Wish/John Coggins, University of Oregon, Eugene, Oregon 97403 (\$5.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Case Studies, Community Colleges, Delivery Systems, Educational Benefits, Educational Demand, *Educational Economics, Educational Finance, Educational Opportunities, Educational Supply, Efficiency, *Equal Education, Equalization Aid, *Grants, *Higher Education, Junior Colleges, Post Secondary Education, Private Colleges, Proprietary Schools, *State Aid, State Colleges, Statewide Planning, Student Financial Aid, Student Loan Programs, Tables (Data), Tuition Grants

Identifiers—*Oregon

This report analyzes some effects of the ways in which some \$132 million in state and local taxes will be spent on Oregon higher education. These effects are evaluated in the light of some socioeconomic objectives. Discussed are: (1) the important components in state subsidies for higher education—institutional subsidies, need grants, scholarship grants, and educational loans; (2) the relative effectiveness of the different types of state subsidies and suggested shifts of funds among them that could produce superior results; (3) alternative mix of subsidies that could be implemented successfully in Oregon; and (4) the means and ends in state subsidies to post-secondary education. In conclusion, it is found that if the interaction between the demands for educational services and the supply were more realistic—in a system that was more akin to the marketplace, with consumers more at liberty to

direct their demand to any product they preferred—greater flexibility and economy would result. Increased competition among alternative institutions could lead to greater responsiveness, an increase in educational quality, and lower costs. (Author/KE)

ED 119 602 HE 007 614

Hamilton, I. Bruce

Some Issues and Examples of Alternate Modes of Graduate Education: A Discussion Paper.

Educational Testing Service, Washington, D.C.

Pub Date Feb 72

Note—53p.; Paper prepared for the panel on Alternative Approaches to Graduate Education

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Educational Alternatives, Educational Finance, *Educational Innovation, Educational Objectives, Extension Education, External Degree Programs, Faculty, *Graduate Study, *Higher Education, Instructional Materials, *Models, Part Time Students, Program Development, Research, State Programs, Students

This overview presents some of the issues that face those concerned with post baccalaureate education, particularly these issues that emerge from new activities and proposals before the graduate community currently. Three sections and an appendix are presented. Covered are: (1) definitions and distinctions; (2) issue-clusters in the areas of the components of graduate education, the processes, and the concepts; (3) recent examples of new programs that might serve as models. Also included is an inventory and compendia of examples of nontraditional study prepared for the Commission on Non-Traditional Study. (Author/KE)

ED 119 603 HE 007 683

Advising-Attrition Effects-A 12 Month Analysis.

Drake Univ., Des Moines, Iowa.

Pub Date 25 Oct 74

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Counseling Programs, *Dropout Prevention, *Dropout Rate, *Dropout Research, *Higher Education, Institutional Research, School Holding Power, Statistical Data, Tables (Data)

Is there an effective way to reduce freshman attrition at Duke University? If a group of freshman students preidentified as exit prone is provided with more advising time from a member of the ranked faculty, then the rate of attrition from this exit-prone group will be less than the attrition rate for the rest of the freshman cohort. Is there a difference between the attrition rate of exit-prone students and of the freshman cohort. The group tested was segregated on the basis of low test score performance on the ACT and SAT test, low rank in high school class, and their score on a device reputed to identify exit-prone students. The rate of attrition from the exit-prone group was significantly lower than the withdrawal rate from the cohort group during the academic year. The exit-prone group received regular counseling from advisors who were part of the humanistic advising-training program while the cohort group did not. The overall effect of concentrated advising for exit-prone students appears to be two-fold. It prolongs the enrollment of students who might normally be expected to withdraw during the freshman year. It also improves the return rate at the beginning of the sophomore year for the class as a whole. (Author/KE)

ED 119 604 HE 007 685

Bower, Cathleen Meyers, Ed.

A Manual for Conducting Student Attrition Studies in Institutions of Postsecondary Education. Technical Report 74.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date Mar 76

Note—78p.; The 4 page questionnaire may reproduce poorly in hard copy due to small print in original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Data Analysis, Data Processing, *Dropout Identification, *Dropout Research, *Higher Education, Information Needs, *Institutional Research, *Manuals, Post Secondary Education, Questionnaires, Surveys

Identifiers—*Information About Students Project

The NCHEMS Information About Students (IAS) project has as one of its primary goals the development of procedures and materials to assist institutions of postsecondary education in conducting attrition studies. It was the intent of the IAS project to develop and pilot test a questionnaire and accompanying procedures that would help institutions understand and explain their individual attrition problems and proceed to appropriate corrective action where possible. Toward this goal, four diverse institutions participated in pilot test attrition studies during 1975. In each case, NCHEMS staff and the institutional administrators in charge of the survey worked closely together to resolve problems as they arose as well as to ensure that the questionnaire met the needs of the individual institution. This manual was written as a guide for institutional practitioners to conduct their own attrition studies, and was based on a year of pilot test effort and the successful completion of four attrition studies. (Author)

IR

ED 119 605 95 IR 002 744

Clark, Richard E. Snow, Richard E.

Alternative Designs for Instructional Technology Research.

Association for Educational Communications and Technology, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—23p.

Journal Cit—Audiovisual Communication Review; v23 n4 Winter 1975 p373-394

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Research, Instructional Design, *Instructional Technology, *Multimedia Instruction, Research Criteria, *Research Design, *Research Problems, Research Tools

Though models of quality research in education have abounded in the past decade, educational technologists have consistently made the same mistakes in attempting to measure the effects of multimedia approaches to teaching: 1) using a treatment that is not a valid implementation of theory; 2) inadequate observation; and 3) disguising weak findings in the clothes of strong rhetoric. Typical research designs are one short test with skewed samples and no control group, and they usually concentrate on an isolated internal relationship but do not represent the larger reality of the situation. Several models and combinations of models, when used accurately, can remedy the deficiencies of this research. (EMH)

ED 119 606 IR 002 831

Ohio College Library Center Annual Report 1974/1975.

Ohio Coll. Library Center, Columbus.

Pub Date 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Annual Reports, *Cataloging, Computers, *Information Centers, *Information Systems, Interlibrary Loans, *Library Automation, Library Services, Library Technical Processes, On Line Systems, Statistical Data, Union Catalogs, University Libraries

Identifiers—OCLC, *Ohio College Library Center

The 1974-75 annual report of the Ohio College Library Center (OCLC) provides statistics, tables, and narrative information about OCLC's operation, particularly its on-line cataloging services. A detailed financial statement is included. Members as of June 1975 are listed, as are the OCLC trustees. (LS)

ED 119 607 IR 003 047

Robbins, John

A Matter of Fact.

Agency for Instructional Television, Bloomington, Ind.

Spons Agency—Ohio State Dept. of Education, Columbus; Virginia State Dept. of Education, Richmond.

Pub Date 73

Note—19p.

Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401

Document Not Available from EDRS

Descriptors—Bibliographies, *Educational Television, Elementary Education, Instructional Materials, *Intermediate Grades, *Literature, Multimedia Instruction, *Nonfiction, *Teaching Guides

Identifiers—*National Instructional Television

A teacher's guide to accompany the instructional television series "A Matter of Fact," was produced by National Instructional Television. The series introduced nonfiction books to students in the intermediate grades (4-6). Each of the 15 lessons was described in the guide with a short outline of the television which presented the theme of the books. A bibliography for further reading related to the topic of the program was also included. The guide and the series were designed to introduce and interest students in reading nonfiction books of quality on a variety of topics. (HB)

ED 119 608

IR 003 051

Barcus, F. Earle

Television in the After School Hours. A Study of Programming and Advertising for Children on Independent Stations Across the United States.

Action for Children's Television, Boston, Mass.

Pub Date Oct 75

Note—88p.

Available from—Action for Children's Television, 46 Austin Street, Newtonville, Massachusetts 02160 (\$10.00)

Document Not Available from EDRS

Descriptors—*After School Activities, Audiences, Behavioral Science Research, *Children, *Commercial Television, *Programming (Broadcast), Television, Television Commercials, *Television Research, Television Viewing

A study analyzed the programming and advertising matter in the after-school hours on independent commercial television stations unaffiliated with the major networks. These stations, primarily UHF, relied almost entirely on syndicated programming that is often reruns of former network programs. These programs draw large after-school audiences. By collecting many different categories of data, an overall picture of independent station programming across the U.S., and an in-depth look at a sample of these stations through actual videotape recording and analysis were obtained. These procedures yielded data for 350 program segments broadcast on 68 of 73 independent TV stations in 43 markets. Analysis revealed a process of relabeling programs produced for prime time TV as "children's television." Approximately 60% of all programs were not originally designed for children. Nearly two-thirds of the audience for these programs were children 2-11 years old. About 20% of the viewing time is devoted to commercials, most of which contained little product information; 46% of these commercials were for edibles, usually for food with high sugar content. Appendices and data tables throughout document the narrative of the extensive research report. (HB)

ED 119 609

IR 003 052

Barcus, F. Earle

Weekend Commercial Children's Television, 1975. A Study of Programming and Advertising to Children on Five Boston Stations.

Action for Children's Television, Boston, Mass.

Pub Date Oct 75

Note—104p.

Available from—Action for Children's Television, 46 Austin Street, Newtonville, Massachusetts 02160 (\$10.00)

Document Not Available from EDRS

Descriptors—Behavioral Science Research, *Children, *Programming (Broadcast), Publicize, Surveys, Television, *Television Commercials, *Television Research, Television Viewing, Weekend Programs

Identifiers—*Massachusetts (Boston)

Some 25-1/2 hours of Boston commercial television for children were monitored on a Saturday and Sunday in April 1975. The monitoring covered three network affiliated stations and two independent UHF stations. Monitoring, coding, and editing provided much statistical data, which was analyzed to yield findings in the areas of distribution of broadcast time, nature of programs, advertising, program promotion, commercial practices, advertising of edibles and noncommercial announcements. Among the findings, it was reported that there was a commercial message an average of every 2.9 minutes for all stations. About 8 or 10 minutes was entertain-

ment programming, and more than half of that was cartoon comedy. Eight of 10 stories contained some incidental or more serious violence, and more than one in four were classified as saturated with violent acts. The most frequent subject-matter of the stories was interpersonal rivalries and conflicts, with little rationale given to them. Cereals and candies accounted for almost half of the ads, and the voice speaking in commercials was most often an adult male. About 68% of all produce commercials were for edibles, and of these, 64% were sugared. (HB)

ED 119 610

IR 003 059

Geis, George L.

Trick or Treatment.

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date 76

Note—7p.

Journal Cit.—Learning and Development; v7 n3 Dec-Jan 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Comparative Analysis, *Educational Methods, Educational Objectives, *Educational Research, Educational Researchers, Educational Strategies, Effective Teaching, Instructional Design, Methods Research, *Research Methodology, *Teaching Methods, Teaching Techniques

Comparative analyses of educational methods have often been inconclusive; there are several possible explanations: (1) each method is optimally effective under specifically differing circumstances; (2) the studies tend to emphasize one input variable to the exclusion of the others; (3) the methods do not have widely accepted definitions; and (4) the methods are often tested before they are perfected. Comparative studies could be enhanced by more rigorously defining the methods that are being investigated and by standardizing the laboratory techniques and observation schemes that are employed. In addition, the studies could be made more usable to the layman by spelling out what standards of educational effectiveness the researcher has employed. To obtain an answer for a specific comparison in a designated milieu, carefully controlled studies can be mounted using similar populations aimed at similar instructional goals and exposed to two differing treatments. (EMH)

ED 119 611

IR 003 061

Jorgensen, Erling S. Anderson, William A.

The AEET-NCTA Survey: Educational Uses of Cable Television. Final Report.

Michigan State Univ., East Lansing. Instructional Television Services.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.; National Cable Television Association, Inc., Washington, D.C.

Pub Date Aug 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Budgeting, *Cable Television, Delivery Systems, Educational Television, *Elementary Secondary Education, Facility Utilization Research, *Higher Education, *National Surveys, *Television Surveys

Identifiers—National Cable Television Association

To prepare for proposed reforms of federal regulations governing the installation and operation of cable television, a survey was conducted to identify the educational institutions using cable television and to determine the types and amount of usage for each institution. The names of 511 user institutions were supplied by the National Cable Television Association (NCTA), and of that number 257 usable questionnaire responses were obtained. Results showed: (1) in most institutions, the person in charge of cable television is the media specialist; (2) cable television is financed mostly through already existing operating budgets; (3) cable television is used more in elementary and secondary institutions than in higher education; (4) cable television is used for a variety of purposes only some of which are instructional; and (5) only half the respondents reported using cable television for direct teaching. The text includes a detailed discussion of the survey technique and provides a tabular summary of the results. (EMH)

ED 119 612

IR 003 062

Smith, Edgar A. And Others

Techniques for Generating Instructional Slides. Final Report.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-68

Pub Date Nov 75

Note—29p.; For Period May 1974-July 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Guides, Individualized Instruction, *Instructional Materials, Manuals, Military Training, Photography, *Production Techniques, *Slides, Teacher Developed Materials, *Visual Aids

Common in briefing presentations and in individualized instruction is the use of slides that present materials prepared on a typewriter (questions, instructions, outlines). To increase the efficiency and effectiveness of producing these kind of slides a procedure was developed to facilitate: (1) formatting copy to be used for slides; (2) using ortho, diazo, and high contrast materials; (3) making double exposures; (4) producing positive slides; and (5) captioning photos for use in instructional sequences. (EMH)

ED 119 613

IR 003 066

Stevens, Mary A.

A Demographic Study of Students Enrolled in Library-Based Courses at Black Hawk College, Moline, Illinois, June 1, 1975, to February 3, 1976.

Black Hawk Coll., Moline, Ill.

Pub Date Feb 76

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, Demography, *External Degree Programs, Higher Education, Individualized Instruction, Interagency Cooperation, *Library Extension, Multimedia Instruction, *Student Characteristics, Surveys, Video Cassette Systems

Identifiers—*Black Hawk College, Illinois, River Bend Library System, Study Unlimited

This study surveys student characteristics of age, sex, use of veterans' benefits, employment and enrollment status, and residence for students enrolled in Black Hawk College's cooperative program with the River Bend Library System to offer individualized courses, primarily on videocassette, in area public libraries. It concludes that the program is serving the students for whom it was designed—the part-time student over age 25 who has full-time employment or full-time home responsibilities. The introductory section provides a detailed description of the cooperative program. (Author/EMH)

ED 119 614

IR 003 067

Food and Nutrition Information and Educational Materials Center Catalog.

National Agricultural Library (DOA), Washington, D.C.

Pub Date 73

Note—297p.; For related documents see IR 003 068-072; Not available in hard copy due to type size of original

Available from—The Food and Nutrition Information and Educational Materials Center, National Agricultural Library, Room 304, Beltsville, Maryland 20705

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Breakfast Programs, *Catalogs, *Consumer Education, Cooking Instruction, Cooks, Diets, Dietitians, Food, Food Service, Food Service Occupations, Food Service Workers, *Foods Instruction, Food Standards, Indexes (Locators), *Instructional Materials, Lunch Programs, Nutrition, *Nutrition Instruction

intended for use by food service personnel and management, dietitians, college teachers, students, and researchers, this catalog lists a wide variety of instructional resource materials in the areas of nutrition, health education, cooking, and food service management. The main sections of the catalog are: (1) bibliography—a complete citation of the title, author, source, data of publication, descriptor words, and an informative synopsis of the contents; (2) subject index—a listing according to descriptor terms; (3) personal author index; (4) corporate author index; and (5)

132 Document Resumes

title index. This volume lists all entries indexed from April 1971 through April 1973. Supplements issued later list subsequent entries. (EMH)

ED 119 615 IR 003 068
Food and Nutrition Information and Educational Materials Center Catalog; Supplement 1, Cumulative Index.

National Agricultural Library (DOA), Washington, D.C.

Pub Date Jun 74

Note—357p.; For related documents see IR 003 067-072; Not available in hard copy due to type size of original

Available from—The Food and Nutrition Information and Educational Materials Center, National Agricultural Library, Room 304, Beltsville, Maryland 20705

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Breakfast Programs, *Catalogs, *Consumer Education, Cooking Instruction, Cooks, Dietetics, Dietitians, Food, Food Service, Food Service Occupations, Food Service Workers, *Foods Instruction, Food Standards, Indexes (Locators), *Instructional Materials, Lunch Programs, Nutrition, *Nutrition Instruction

Intended for use by food service personnel and management, dietitians, college teachers, students, and researchers, this catalog lists a wide variety of instructional resource materials in the areas of nutrition, health education, cooking, and food services management. The main sections of the catalog are: (1) the bibliography—a complete citation of the title, author, source, date of release, descriptor terms, and an informative synopsis of the contents; (2) subject index—a listing according to the descriptor terms; (3) personal author index; (4) corporate author index; and (5) title index. A supplement to the main catalog, the bibliography of this volume lists only the entries indexed from April 1973 through April 1974. The other indexes, however, are cumulative and refer to all previous listings. (EMH)

ED 119 616 IR 003 069
Cumulative Index to the Catalog of the Food and Nutrition Information and Educational Materials Center 1973-1975.

National Agricultural Library (DOA), Washington, D.C.

Pub Date Jul 75

Note—347p.; For related documents see IR 003 067-072; Not available in hard copy due to type size of original

Available from—The Food and Nutrition Information and Educational Materials Center, National Agricultural Library, Room 304, Beltsville, Maryland 20705

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Breakfast Programs, *Catalogs, *Consumer Education, Cooking Instruction, Cooks, Dietetics, Dietitians, Food, Food Service, Food Service Occupations, Food Service Workers, *Foods Instruction, Food Standards, Indexes (Locators), *Instructional Materials, Lunch Programs, Nutrition, *Nutrition Instruction

Intended for the use of food service personnel and management, dietitians, college teachers, students, and researchers, this catalog lists a wide variety of instructional resource materials in the areas of nutrition, health education, cooking, and food service management. The main sections of the catalog are: (1) subject index—a listing according to descriptor terms; (2) personal author index; (3) corporate author index; and (4) title index. This volume lists all entries indexed from April 1971 through February 1975, but in order to obtain a complete bibliographic listing which includes a brief, informative abstract, the user must refer to the FNIC Food Nutrition Information Center Catalog 1973 or Supplements 1 or 2. (EMH)

ED 119 617 IR 003 070
Food and Nutrition Information and Educational Materials Center Catalog, Supplement 2, 1975.

National Agricultural Library (DOA), Washington, D.C.

Pub Date Apr 75

Note—376p.; For related documents see IR 003 067-072; Not available in hard copy due to type size of original

Available from—The Food and Nutrition Information and Educational Materials Center, National Agricultural Library, Room 304, Beltsville, Maryland 20705

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Breakfast Programs, *Catalogs, *Consumer Education, Cooking Instruction, Cooks, Dietetics, Dietitians, Food, Food Service, Food Service Occupations, Food Service Workers, *Foods Instruction, Food Standards, Indexes (Locators), Instructional Materials, Lunch Programs, Nutrition, *Nutrition Instruction

Intended for use by food service personnel and management, dietitians, college teachers, students, and researchers, this catalog lists a wide variety of instructional resource materials in the areas of nutrition, health education, cooking, and food services management. The main sections of the catalog are: (1) bibliography—a complete citation of the author, title, source, date of release, descriptor terms, and informative synopsis of the contents; (2) subject index—a listing according to descriptor terms; (3) personal author index; (4) corporate author index; and (5) title index. As a supplement to the main catalog, the bibliography and the indexes of this volume list only the entries indexed from April 1974 through February 1975. (EMH)

ED 119 618 IR 003 071
Food and Nutrition Information and Educational Materials Center Catalog, Supplement 3, January-June 1975; Accession Nos. 1-75 to 1113-75.

National Agricultural Library (DOA), Washington, D.C.

Pub Date Feb 76

Note—163p.; For related documents see IR 003 067-072; Not available in hard copy due to type size of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Breakfast Programs, *Catalogs, *Consumer Education, Cooking Instruction, Cooks, Dietetics, Dietitians, Food, Food Service, Food Service Occupations, Food Service Workers, *Foods Instruction, Food Standards, Indexes (Locators), *Instructional Materials, Lunch Programs, Nutrition, *Nutrition Instruction

Intended for use by food service personnel and management, dietitians, college teachers, students, and researchers, this catalog lists a wide variety of instructional resource materials in the areas of nutrition, health education, cooking, and food services management. The main sections of the catalog are: (1) bibliography—a complete citation of the author, title, source, date of release, descriptor terms, and informative synopsis of the contents; (2) subject index—a listing according to descriptor terms; (3) personal author index; (4) corporate author index; and (5) title index. As a supplement to the main catalog, the bibliography and the indexes of this volume list only the entries indexed from January to June 1975. (EMH)

ED 119 619 IR 003 072
Audiovisual Guide to the Catalog of the Food and Nutrition Information and Educational Materials Center, Revised Edition.

National Agricultural Library (DOA), Washington, D.C.

Pub Date Jan 75

Note—81p.; For related documents see IR 003 067-071; Not available in hard copy due to type size of original

Available from—The Food and Nutrition Information and Educational Materials Center, National Agricultural Library, Room 304, Beltsville, Maryland 20705

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, Audiovisual Aids, Breakfast Programs, *Catalogs, Consumer Education, Cooking Instruction, Cooks, Dietetics, Dietitians, Food, Food Service, Food Service Occupations, Food Service Workers, *Foods Instruction, Food Standards, Indexes (Locators), Instructional Materials, *Instructional Media, Lunch Programs, Nutrition, *Nutrition Instruction

Intended for use by food service personnel and management, dietitians, college teachers, students, and researchers, this catalog lists a wide variety of audiovisual materials in the areas of

nutrition, health education, cooking, and food services management. The main sections of the catalog are: (1) bibliography—a complete citation of the title, source, distributor, type of media, length, descriptor terms, and an informative synopsis of the contents; (2) subject index—a listing according to descriptor terms; (3) personal author index; (4) corporate author index; (5) title index; and (6) media index. (EMH)

ED 119 620 IR 003 073
Holzbauer, Ida Florell, Robert J.

A Comparative Analysis of Four Individualized Instructional Delivery Systems with Adult Learners. Final Report.

Nebraska Univ., Lincoln. Cooperative Extension Service.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date Dec 75

Note—273p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Adult Education, *Agricultural Chemicals, Agricultural Education, Audiovisual Instruction, Comparative Analysis, Curriculum Development, *Delivery Systems, *Educational Methods, Educational Research, Educational Strategies, Farmers, Individualized Instruction, Instructional Design, *Methods Research, Multimedia Instruction, *Pesticides

Because many pesticides are potentially injurious to their users and can have a deleterious effect on the environment when misused, the Environmental Protection Agency has restricted the use of some chemicals to certified users only. A program was developed to assess the need for training in pesticide use, to develop the necessary curriculum, to conduct a pilot training program, and to assess the results and the costs. Four instructional delivery systems (conventional reading, slide-tape, printed/programed, and audio-assisted) were developed to teach a curriculum centered around: (1) common pests, (2) label reading, (3) calibration, (4) environmental considerations, and (5) basic safety. Effectiveness Tests were statistically analyzed, and the audio-assisted method was shown to be significantly inferior to the other three methods. A discussion of the research methodology and statistical results are provided, and the appendix includes extensive samples of the experimental curricula. (EM4)

ED 119 621 IR 003 080
Martin, Allie Beth Duggan, Maryann

Continuing Education for Library Staffs in the Southwest; A Survey and Recommendations.

Texas Univ., Austin. Graduate School of Library Science.

Spons Agency—Southwestern Library Association, Stillwater, Okla.

Pub Date 75

Note—157p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Interinstitutional Cooperation, *Librarians, Library Cooperation, *Library Education, Library Surveys, Library Technicians, *Professional Continuing Education, Program Planning, Questionnaires, Regional Programs

Identifiers—CELS, Continuing Education for Library Staffs Southwest

In 1973 a study was made to determine needs and objectives for Continuing Education for Library Staffs in the Southwest (CELS). First background information was gathered on the expressed needs for the study and on activities at the national and regional levels as well as in library schools and other professions. Then a questionnaire was administered to a sampling of state library agencies, library associations, library schools, and individual libraries. The questionnaire was designed to help determine patterns of existing continuing education activities, identify major needs, and develop a program to meet regional needs. Analysis of the data showed that continuing library education programs were fragmented and without coordination. Specific needs were identified, along with some barriers to effective coordinated programs. The major recommendation growing from the study was that the Southwest Library Association assume responsibility for developing a continuing education program for the library community in the Southwest cooperatively with state, regional, and national groups; library schools; employing institutions; and individuals. This program was developed in great detail and many of its components have

been put into operation. Appendixes contain working papers for the study and information on existing programs. (Author/LS)

ED 119 622 IR 003 082

Kalmon, Winn And Others

The Third International San Francisco Book Fair. Friends of Books and Comics, San Francisco, Calif.

Pub Date Jun 75

Note—65p.

Available from—Friends of Books and Comics, 330 Ellis Street, San Francisco, California 94102 (\$0.25)

Document Not Available from EDRS

Descriptors—Books, Catalogs, Exhibits, *Publishing Industry

Identifiers—ALA 75, *Alternative Publishing, Small Presses

Friends of Books and Comics presents its catalog of the Third International San Francisco Book Fair, a marketplace of alternative books, comics, and magazines. Nearly 200 alternative and small presses are listed alphabetically with address, telephone number, names of principal people involved, and a brief description of type and subject of publication. These topics run the gamut from mysticism, poetry, and experimental fiction to alternatives in education, new life styles, contemporary culture, political change, and social awareness. There are also a list of distributors and a brief history of Friends of Books and Comics since its beginning in 1971. (Author/LS)

ED 119 623 IR 003 084

Luce, Carol J.

Orientation: The Key to Effective Use of CAI.

Pub Date Jan 76

Note—7p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Winter Conference (Santa Barbara, California, January 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, *Computer Assisted Instruction, Higher Education, Orientation, *Orientation Materials, *Staff Orientation

Identifiers—ADCIS 76

Both faculty and students need guidance so that problems in the use of computer assisted instruction (CAI) are minimized and benefits are maximized. To introduce new or unfamiliar faculty to CAI, it would be beneficial to hold a seminar where the novices in computer use could learn from staff members who had already taught computer-assisted courses. Students could be effectively introduced to CAI facilities through the use of a slide/tape presentation. (EMH)

ED 119 624 IR 003 085

Torr, Donald V.

Gallaudet College Update.

Gallaudet Coll., Washington, D.C.

Pub Date Jan 76

Note—10p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Winter Conference (Santa Barbara, California, January 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Curriculum, *Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Deaf, *Deaf Education

Identifiers—ADCIS 76, *Gallaudet College

At Gallaudet College, additional computer hardware has been required to meet the computer needs of administration, faculty, and students. Used in such disciplines as English, mathematics, chemistry, and foreign language; computer assisted instruction has proven particularly helpful in teaching the deaf. (EMH)

ED 119 625 IR 003 086

Madachy, James L. Miller, J. Douglas

The Use of C.A.I. in the Language Program at Gallaudet.

Gallaudet Coll., Washington, D.C.

Pub Date Jan 76

Note—7p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Winter Conference (Santa Barbara, California, January 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Education, *Computer Assisted Instruction, Computer Programs, Deaf, *Deaf Education, English (Second Language),

*English Instruction, Individualized Instruction, Instructional Innovation

Identifiers—ADCIS 76, *Gallaudet College

Employing an English-as-a-second-language approach, Gallaudet College has developed 101 computer assisted instruction (CAI) lessons to help deaf students master basic English structures. These lessons begin with a pretest and then branch to appropriate explanations and drills. Some are accompanied by coordinated presentations in sign language. In the future, CAI lessons will be introduced into the regular curriculum with emphasis on language skills, reading, and remediation. (EMH)

ED 119 626 IR 003 087

Muston, Ray Wagstaff, Rita

Introducing the Computer to Teacher Education: An Integration of Human and Hardware Technology.

Iowa Univ., Iowa City. Computer Center.

Pub Date Jan 76

Note—20p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Winter Conference (Santa Barbara, California, January 26-29, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Instruction, *Computer Assisted Instruction, *Computer Oriented Programs, Higher Education, Input Output Devices, Instructional Innovation, Instructional Media, *Teacher Education, *Teaching Methods

Identifiers—ADCIS 76, University of Iowa

As one component of a university-wide program to improve instructional effectiveness by introducing interactive computing into the curriculum, the College of Education at the University of Iowa received eight computer terminals. The goals of the project were to develop faculty capacity to integrate instructional media into their teaching and to maximize the educational impact of this technology on teacher education students. After initial problems were overcome, the faculty designed numerous computer programs for drill and practice, tutorial, simulation, and computer assisted instruction applications. On-going in-service training was conducted to keep the faculty aware of the latest trends in computer technology, and plans were laid to extend computer use in the future. (EMH)

ED 119 627 IR 003 088

Roberts, Donald F. And Others

Earth's a Big Blue Marble: A Report of the Impact of a Children's Television Series on Children's Opinions.

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date 74

Note—76p.; Appendix A may not reproduce clearly due to poor quality of original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Audiences, *Childhood Attitudes, *Commercial Television, *Cultural Awareness, Elementary Education, Elementary School Students, *Programming (Broadcast), Summative Evaluation, *Television Research

Identifiers—*Big Blue Marble, Childrens Television Programming

A summative evaluation of the final form of the first four episodes of Big Blue Marble, a television series for children, was conducted. Researchers examined children's perceptions of similarities and differences between themselves and children in other parts of the world; their opinions about the well-being of other children; their opinions about work and responsibility relative to children in other parts of the world; and their sense of ethnocentrism. Subjects were fourth, fifth, and sixth grade children. It was found that viewing the program influences children to perceive greater similarity between themselves and people from other parts of the world. The program affected viewers' perceptions of the well-being of children in other parts of the world such that after viewing, those children were rated better off. There was a reduction in ethnocentrism after viewing the program, and children were less positive in attributing superiority to things which are American. Children's attitudes toward work and responsibility were affected by the program, but the effect varied depending on age and pre-viewing attitudes. The general response of the children to Big Blue Marble was positive. (CH)

ED 119 628 IR 003 089

Henderson, Ronald W. Swanson, Rosemary

The Effects of Televised Instruction and Ancillary Support System on the Development of Cognitive Skills in Papago Native-American Children. Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Jul 75

Note—177p.; Second Year Report for the period July 1, 1974-June 30, 1975; For a related document see ED 081 471

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—American Indians, *Cognitive Development, Cognitive Processes, Compensation (Concept), *Concept Formation, Conservation (Concept), *Educational Television, Learning Processes, Papago, Perceptual Development, Predictor Variables, Preschool Children, Preschool Education, Programming (Broadcast), Serial Learning, Television Curriculum, *Television Research

Identifiers—Enumeration (Concept), Seriation (Concept)

A second year of experimental research on young children examined the instructional power of television in facilitating the acquisition of cognitive skills. In addition, researchers investigated the efficiency of an instructional support system designed to maximize the results of educational television. Subjects were three- to five-year-old Native American children attending Head Start centers on the Papago Reservation in Arizona. The four experimental studies undertaken demonstrated that programed television presentations can influence complex cognitive capabilities in preschool children. Sequentially structured televised instruction based on social learning principles was differentially effective for different cognitive tasks and for different age groups. It was concluded that with a skill such as seriation where perceptual cues are clear, TV modeling of the rules and strategies may be sufficient to teach the concept. Enumeration and conservation skills showed a gradient 0-age-related additive value attributable to direct instruction designed to supplement the TV presentations. One implication of these results was that, in general, a single approach in programming may not be equally effective for the teaching of all kinds of conceptual rules, and direct instruction may be necessary to supplement televised instruction for young children. (CH)

ED 119 629 IR 003 090

Secondary Teaching Materials and Teacher References. Revised Edition.

National Nutrition Education Clearing House, Berkeley, Calif.; Society for Nutrition Education, Berkeley, Calif.

Pub Date Jul 74

Note—21p.; Nutrition Education Resource Series: No. 4

Available from—Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, California 94704 (\$1.75/member; \$3.50/non-member)

Document Not Available from EDRS

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Cooking Instruction, Drug Education, Food, Health Education, Home Economics, Hygiene, Instructional Materials, *Nutrition Instruction, Reference Materials, *Secondary Education

Identifiers—*Cookbooks, Recipes

Citations of printed and audiovisual educational materials which can be used to teach nutrition in secondary school are listed. Sources include books, pamphlets, leaflets, audiovisuals, articles, and curriculum guides. Each entry contains bibliographic data, price, and descriptors. This is one of a nine part series on the same subject. (NR)

ED 119 630 IR 003 091

Elementary Teaching Materials and Teacher References. Revised Edition.

National Nutrition Education Clearing House, Berkeley, Calif.; Society for Nutrition Education, Berkeley, Calif.

Pub Date Aug 75

Note—19p.; Nutrition Education Resource Series: No. 5

Available from—Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, California 94704 (\$1.75/member; \$3.50/non-member)

Document Not Available from EDRS

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Cooking Instruction, Drug Education, *Elementary Education, Food, Health Education, Home Economics, Hygiene, *Instructional Materials, *Nutrition Instruction, Preschool Education, Primary Education, Reference Materials

Identifiers—*Cookbooks, Recipes

Citations of printed and audiovisual educational materials which can be used to teach nutrition in elementary school are listed. Sources include books, pamphlets, leaflets, audiovisuals, articles, and curriculum guides. Each entry contains bibliographic information, price and relevant descriptors. This is one of a nine part series on the same subject. (NR)

ED 119 631 IR 003 092

Nutrition Education, K-12: Teacher References, Concepts, Theories and Guides. Revised Edition.
National Nutrition Education Clearing House, Berkeley, Calif.; Society for Nutrition Education, Berkeley, Calif.

Pub Date Feb 76

Note—20p.; Nutrition Education Resource Series: No. 3

Available from—Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, California 94704 (\$1.75/member; \$3.50/non-member)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, *Bibliographies, *Elementary Education, *Elementary Secondary Education, Food, Health Education, Home Economics, Hygiene, Instructional Materials, *Nutrition Instruction, Reference Materials, Secondary Education, Teaching Techniques

Citations of printed and audiovisual educational materials which can be used to teach nutrition in grades K-12 are listed. Materials cited include books, pamphlets, bibliographies, articles, periodicals, and audiovisuals. Each entry contains bibliographic data and descriptors. Prices are included for everything except cited journal articles. This is one of a nine part series on the same subject. (NR)

ED 119 632 IR 003 093

Rowe, Sue Ellen, Comp.

Audiovisuals for Nutrition Education; Selected Evaluative Reviews from the Journal of Nutrition Education.

National Nutrition Education Clearing House, Berkeley, Calif.; Society for Nutrition Education, Berkeley, Calif.

Pub Date 75

Note—28p.; National Education Resource Series: No. 9

Available from—Society for Nutrition Education, 2140 Shattuck Avenue, Suite 1110, Berkeley, California 94704 (\$2.00/member; \$2.50/non-member)

Document Not Available from EDRS

Descriptors—Annotated Bibliographies, *Audiovisual Aids, Elementary Education, *Elementary Secondary Education, Films, Filmstrips, Food, Games, *Higher Education, Instructional Materials, *Nutrition Instruction, Phonotape Recordings, Secondary Education

Audiovisual materials suitable for the teaching of nutrition are listed. Materials include coloring books, flannelboard stories, games, kits, audiotapes, records, charts, posters, study prints, films, videotapes, filmstrips, slides, and transparencies. Each entry contains bibliographic data, educational level, price and evaluation. Material is indexed by author, subject, and title. (NR)

ED 119 633 IR 003 094

Hausser, Doris And Others

Application of Computer-Assisted Instruction to Interpersonal Skill Training. Final Report.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Naval Training Equipment Center, Orlando, Fla.

Report No—NAVTRAEQUIPCEN-74-C-0100-1

Pub Date Jan 76

Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Computer Assisted Instruction, Experimental Programs, Feedback, *Instructional Materials, *Interpersonal Competence, *Leadership Training, Learning Motivation, Military Training, Programmed Materials, Program Evaluation

Identifiers—Navy, *PLATO IV

A study was conducted to investigate the application of the PLATO IV system to training interpersonal skills. Suitable content areas were chosen, and a mechanism to integrate various skill areas was designed. Training materials for this integration of skills were developed and coded into the PLATO IV system. A sample of experimental and control company commanders was tested and trained. Data about their on-the-job performance in the skill areas, as well as their companies' performance were collected and analyzed. It appears that the training had an effect on skill performance of company commanders, and indirectly on the attitudes and beliefs of their recruits. Less effect on company performance was observed, but there is evidence that the skill areas trained are related to success criteria used. The report includes 2 illustrations and 11 tables. Appendixes contain instructional material, questionnaires, and surveys. (Author/NR)

ED 119 634 IR 003 095

Digger, J.

The Provision of Subject Data on EUDISED Records.

Council for Cultural Cooperation, Strasbourg (France). Ad Hoc Committee for Educational Documentation and Information.

Report No—DECS-DOC-75-33

Pub Date 5 Dec 75

Note—31p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classification, Data Bases, *Indexing, *Information Retrieval, *Information Services, Information Storage, Information Systems, International Organizations, Relevance (Information Retrieval), Search Strategies, *Subject Index Terms, Thesauri

Identifiers—EUDISED

A study was conducted to determine the most effective way to organize the data that are being accumulated by the European Documentation and Information System for Education (EUDISED). The study considered types of information services and search facilities which might be used to access the EUDISED data base. Indexing systems were examined and their effectiveness compared for various kinds of search tasks. A possible method for providing a multilingual browsing facility was suggested, and a tentative strategy was outlined for providing EUDISED records with subject data. (EMH)

ED 119 635 IR 003 096

Joint Meeting of Editors of National Surveys of Educational Research and of Members of the Bureau of the Committee for Educational Documentation and Information (Luxembourg, 18-19 November 1975).

Council for Cultural Cooperation, Strasbourg (France). Ad Hoc Committee for Educational Documentation and Information.

Report No—DECS-RECH-75-57

Pub Date 26 Nov 75

Note—13p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, Educational Research, Information Systems, *International Organizations

Identifiers—EUDISED

In November 1975, a committee of 13 editors of national surveys of educational research met in Strasbourg, Austria to: (1) report on the present state of research in each country; (2) discuss the current status of the European Documentation and Information System for Education (EUDISED) Research and Development experiment; (3) discuss procedures for improving subsequent surveys of educational research; and (4) revise the worksheet used to report survey results. This document summarizes the conference agenda; it includes a list of participants and a summary of the revisions made to the survey report worksheet. (EMH)

ED 119 636 IR 003 097

Meeting of the Bureau (Luxembourg, 19-20 November 1975).

Council for Cultural Cooperation, Strasbourg (France). Ad Hoc Committee for Educational Documentation and Information.

Report No—DECS-DOC-75-32

Pub Date 1 Dec 75

Note—9p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Conference Reports, Educational Research, Information Systems, *International Organizations

Identifiers—EUDISED

In November of 1975, members of the Committee for Educational Documentation and Information of the Council of Europe met with a group of editors of national surveys on educational research and development to review the status of: (1) the EUDISED (European Documentation and Information System for Education) format and standards; (2) a scientific periodicals collection; (3) audiovisual experiments; (4) a survey of the sources of educational information; (5) terminology used to describe national educational institutions and its relationship to the EUDISED thesaurus; and (6) a study on the provision of subject data to the EUDISED records. Also, the technical difficulties posed by a central data bank were discussed, and future meetings were planned. This document gives a brief overview of the meeting. (EMH)

ED 119 637 IR 003 098

Arafat, Ibtihaj S. And Others

Academic Achievement and Television Viewing: The Case of the College Student.

Pub Date 18 Apr 74

Note—21p.; Paper presented at the Southern Sociological Society Annual Meeting (April 18, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Behavioral Science Research, *College Students, Grade Point Average, Higher Education, Mass Media, *Predictor Variables, *Television Viewing

This study investigated the relationship between work habits, television viewing, and academic achievement. Analysis of a cross-sectional sample of 471 urban college students was performed in two stages. First, data were cross tabulated and chi-square hypothesis tests were performed. The second stage was formulation of a tentative model postulating a number of structural relationships between variables. This model was tested using regression analysis. There appeared to be no evidence that outside work affects students' viewing habits or academic achievement. The amount of television viewing was associated with lower grades but it appeared to be a minor influence when the effects of academic major, course load, and demographic variables were also considered. (CH)

ED 119 638 IR 003 099

Audiovisual Market Place; A Multimedia Guide. 1976 Edition.

Pub Date 76

Note—394p.

Available from—R. R. Bowker Company, P. O. Box 1807, Ann Arbor, Michigan 48106 (\$19.95 plus postage).

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, *Directories, Educational Television, Equipment Manufacturers, Films, Information Dissemination, *Information Sources, *Instructional Materials, Instructional Media, Public Television, Visual Aids

Identifiers—Audiovisual Production

The "Audiovisual Market Place" is a register of organizations, firms, and personnel in the AV industry as well as a buyers' guide for those who purchase instructional materials and those who buy services in the area of media production. Twenty-five sections are grouped under three major areas of interest: AV software, AV hardware, and reference. In addition, this edition covers professional production services including rental facilities and videotape services; laboratory, sound recording, and music scoring services; stock shot, music, and sound effects libraries; property rental companies; and lighting consultants. There are five classified indexes in this volume: producers and distributors are categorized by media as well as by subject matter; production companies are classified by media; manufacturers are indexed by product line; and reference books and directories are grouped by areas of user interest. Sections covering primarily local services are grouped by state and listed alphabetically. (CH)

ED 119 639 IR 003 100

Seltz-Petrash, Ann, Ed. Wolff, Kathryn, Ed.
AAAS Science Film Catalog.
 American Association for the Advancement of
 Science, Washington, D.C.
 Pub Date 8 Jul 75
 Note—398p.
 Available from—R. R. Bowker Company, P. O.
 Box 1807, Ann Arbor, Michigan 48106
 (\$16.95).

Document Not Available from EDRS

Descriptors—*Catalogs, Elementary Education,
 *Films, Science Education, *Sciences, Sec-
 ondary Education, Social Sciences, Technology
 Currently available American 16mm films in
 the areas of pure science, applied science and
 technology, and science and society are identified
 and listed. Included are films that are available
 from commercial, government, university, and in-
 dustry producers. The first section of the catalog
 lists in Dewey Decimal order films intended for
 junior high through adult viewers, and the second
 section lists films for elementary audiences.
 Within the Dewey categories, films are listed
 alphabetically by title. Each listing includes the ti-
 tle, length, producer, rental and purchase prices,
 and a synopsis of the content. Indexes to the sub-
 ject headings used, a title index, and a directory
 of producers and distributors are included.
 (EMH)

ED 119 640 IR 003 101

**Senior Aids for Senior Readers; A Visual Aids
 Pamphlet for the Elderly.**
 Houston Public Library, Tex.
 Pub Date 75
 Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Games, *Handicapped, Library
 Equipment, Library Guides, Library Programs,
 *Library Services, Public Libraries, *Senior
 Citizens, State Libraries, *Visual Aids, Visually
 Handicapped

A pamphlet on special aids for senior library
 users lists items available from the Houston
 Public Library. Magnifiers (some illuminated),
 bedspecs (prism glasses), book holders, large
 print telephone dials, and games suitable for the
 visually handicapped or bedridden are described.
 The library's collections of slides and films, both
 8mm and 16mm, are described, as are its special
 services to the homebound and institutionalized
 and its books by mail system. Mention is made of
 services available from the Texas state library in-
 cluding large print and braille books and
 magazines, talking books and magazines, and spe-
 cial aids. A list of manufacturers is provided.
 (LS)

ED 119 641 IR 003 102

Hilliard, Robert L. Field, Hyman H.
**Television and the Teacher: A Handbook for
 Classroom Use.**
 Pub Date 6 Feb 76
 Note—94p.; A Communication Arts Book
 Available from—Hastings House, Publishers, Inc.,
 10 East 40th Street, New York, New York
 10016 (\$5.95)

Document Not Available from EDRS

Descriptors—Curriculum Guides, Educational As-
 sessment, *Educational Television, Elementary
 Secondary Education, Evaluation Criteria, In-
 structional Materials, *Media Selection,
 *Teaching Guides, *Television Viewing, Test-
 ing

Various aspects of educational television are
 outlined for the elementary or secondary school
 teacher. The guidelines cover instructional pur-
 poses, teacher and student preparation, criteria
 for material selection, follow-up and evaluation,
 and sources of free and commercial videotapes.
 Examples of curriculum guides and course
 material from five programs as well as a list of
 reference books are included. (NR)

ED 119 642 95 IR 003 103

**America's Bicentennial; Some Ideas for Librari-
 ans. Revised and Updated Edition.**
 San Francisco Public Library, Calif. Bay Area
 Reference Center.

Pub Date 8 Jan 76
 Note—62p.; For related document see ED 112
 879

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Annotated Bibliographies, Con-
 ference Reports, Information Sources, *Libra-
 ries, Library Programs, Public Libraries,

Revolutionary War (United States), *United
 States History, Workshops

Identifiers—American Issues Forum, *Bicentenni-
 al, California, California (Sacramento), Califor-
 nia (San Francisco)

The Bay Area Reference Center (BARC) held
 a workshop to present some bicentennial ideas
 for librarians. Speakers discussed possible librari-
 an involvement in the American Issues Forum; a
 bicentennial reading, viewing, and listening list
 for children; press criticism of such a list
 produced for adults; black American attitudes
 toward the bicentennial; possible library programs
 for the bicentennial year; and San Francisco in
 1776. Other presentations included a slide show
 about Sacramento Public Library's bicentennial
 mobile van, songs by Malvina Reynolds, and two
 motion pictures. BARC provided bibliographies,
 briefly annotated, on the bicentennial, California
 and San Francisco in 1776, colonial life, and the
 American revolution in fiction as well as a bi-
 bliography of selected federal documents and
 lists of bicentennial happenings, information
 sources, and organizations. All of these are ap-
 pendix. (LS)

ED 119 643 IR 003 106

Lyle, Jack Ellis, Donna
**A General Analysis of the Audience of Public
 Broadcasting in the New York Area.**
 Corporation for Public Broadcasting, Washington,
 D.C. Office of Communication Research.

Pub Date 74

Grant—CPB/OCR-R-211

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Broadcast Television, Children,
 Ethnic Groups, Programming (Broadcast),
 *Public Television, Tables (Data), Television
 Research, *Television Surveys, *Television
 Viewing

Identifiers—New York (New York), *WNET TV

A study of four public television stations was
 conducted in 1972 as part of a Ford Foundation
 research project. The major focus of the study
 was on WNET-TV, a very high frequency (VHF)
 station. The viewer population was sampled by
 random telephone dialing. In 5025 interviews,
 questions were asked concerning viewer charac-
 teristics, viewing hours, and programs viewed. It
 was found that the WNET audience was predom-
 inantly composed of highly educated families with
 young children. Music and drama programs were
 viewed most frequently among black families, and
 public affairs programs among white families.
 Twenty statistical tables present the survey data.
 (DS)

ED 119 644 IR 003 107

Lack, Clara, Comp. Bettencourt, Bruce, Comp.
**Santa Clara County Library Adult Bibliotherapy
 Discussion Group Bibliography.**
 Santa Clara County Library, San Jose, Calif.

Pub Date 75

Note—21p.

Available from—Office of the County Librarian,
 County of Santa Clara, 1095 North Seventh
 Street, San Jose, California 95112 (\$0.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adults, *Bibliographies,
 *Bibliotherapy, *Discussion Groups, Library
 Programs

Brief citations are given for over 300 items
 each of which has been used at least twice suc-
 cessfully with discussion groups at jails, halfway
 houses, convalescent hospitals, alcoholic and drug
 clinics, and psychiatric hospitals during 1974-75.
 The listings include poetry, films, biographies, es-
 says, plays, short stories, and music. They are
 arranged by topic such as: freedom, human interest,
 fear, nostalgia, and love. (PF)

ED 119 645 IR 003 108

Goldhor, Herbert
The Indices of American Public Library Statistics.
 Illinois Univ., Urbana. Graduate School of Libra-
 ry Science.

Pub Date Feb 76

Note—8p.

Journal Cit—Illinois Libraries; v58 n2 p152-158
 Feb 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Library Circulation, *Library Ex-
 penditures, *Public Libraries, *Statistical Data,
 Tables (Data)

Index values for American public library cir-
 culation and expenditures are presented in five

statistical tables. The circulation index values are
 given for each year from 1939 through 1974, and
 expenditure index values are given for 1951
 through 1974. These figures are then compared
 with figures from the "American Library Direc-
 tory" and from the United States Bureau of Census
 "City Government Finances." Another table
 shows the Index of American Public Library Ex-
 penditures corrected for inflation. A complete list
 of the published reports of the Indices of Ameri-
 can Public Library Statistics is included in an ap-
 pendix. A master summary of all published index
 values for both circulation and expenditures is
 also appended. (DS/PF)

ED 119 646 IR 003 109

Jackson, Bryant H.
**Higher Education General Information Survey
 1974-1975.**

Illinois State Library, Springfield.

Pub Date Feb 76

Note—13p.

Journal Cit—Illinois Libraries; v58 n2 p129-140
 Feb 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Facility Inventory, *Librarians,
 Library Circulation, *Library Collections,
 *Library Expenditures, Library Materials,
 Library Technicians, Media Specialists, Person-
 nel, Statistical Data, *Tables (Data), *Univer-
 sity Libraries, Wages
Identifiers—*Illinois

The fifth annual summary of statistics for 14
 state university libraries in Illinois is presented.
 The bulk of this article consists of data compiled
 in fall 1975 on library collections, staffing, wages,
 operating expenses, library loan transactions, and
 library physical facilities. Data on professional
 staffs are broken down by sex, highest degree
 earned, and full-time or part-time status. (DS/PF)

ED 119 647 IR 003 110

Hannigan, Jane Kies, Cosette
**Doves on the Roof or Twenty Thousand Dollars:
 The Transfer of Meaning.**

Pub Date Feb 76

Note—7p.

Journal Cit—Illinois Libraries; v58 n2 p117-122
 Feb 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communication (Thought
 Transfer), *Communication Problems, *Infor-
 mation Dissemination, *Library Planning,
 Library Programs, Public Libraries, Public
 Relations

Successful library programs depend on un-
 derstanding the communication process. A sche-
 matic representation of information dissemination
 could be used to resolve communication
 problems by eliminating confusing messages.
 Because communication can never be perfect,
 there is a need for a communication specialist to
 develop public relations with the library staff and
 patrons. (DS/PF)

ED 119 648 IR 003 111

Yu, C. T. Salton, G.
**The Effectiveness of the Thesaurus Method in Au-
 tomatic Information Retrieval. Technical Report
 No. 75-261.**

Spons Agency—Canadian Council for Research
 in Education, Ottawa (Ontario); National
 Science Foundation, Washington, D.C.

Pub Date Nov 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Automatic Indexing, *Information
 Retrieval, Information Storage, Mathematical
 Models, Relevance (Information Retrieval),
 Subject Index Terms, *Thesauri

Final proofs are given of the effectiveness
 under well-defined conditions of the thesaurus
 method in information retrieval. It is shown,
 in particular, that when certain semantically related
 terms are added to the information queries
 originally submitted by the user population, a su-
 perior retrieval system is obtained in the sense
 that for every level of the recall the retrieval
 precision is at least as good for the altered que-
 ries as for the original one. (Author)

ED 119 649 IR 003 112

Edwards, Ralph M.
**The Role of the Beginning Librarian in University
 Libraries. ACRL Publications in Librarianship
 No. 37.**

American Library Association, Chicago, Ill.

Pub Date 75

Note—192p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$6.50)

Document Not Available from EDRS

Descriptors—Administrator Attitudes, Employee Attitudes, *Librarians, *Library Surveys, Professional Recognition, Questionnaires, Role Perception, *Staff Role, Statistical Data, *University Libraries

Identifiers—University of California

Beginning librarians and their supervisors on the eight campuses of the University of California were surveyed concerning the work expected of professional librarians. Information was gathered by the use of interviews, job descriptions, and a checklist of duties performed. It was found that there was a lack of clarity in defining the proper role of a beginning university librarian and that many were assigned tasks considered subprofessional. A compilation of the checklist of tasks is presented in two tables, and the results of the interviews are covered in eight tables. A bibliography of over 90 items is included. The checklist of library tasks, a list of library tasks, and the interview questionnaire are appended. (DS)

ED 119 650 IR 003 113
Directory of Oregon Libraries; Annual Statistics for the Year Ending June 30, 1975.

Oregon State Library, Salem.

Pub Date 75

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Annual Reports, *Directories, Library Circulation, Library Collections, *Library Expenditures, Library Networks, *Library Surveys, *Public Libraries, Revenue Sharing, Special Libraries, State Libraries, *Statistical Data, University Libraries, Use Studies

Identifiers—Library Statistics

This statistical account is based on 1975 library annual report data. Summary tables list data on services, receipts, and expenditures for cooperating county library systems, city libraries, and the state library. Lists of communities served within each county and of each county's taxable property values follow. Directories of college and university libraries, special libraries, U.S. depository libraries, library personnel, public library trustees, and members of the Oregon State Advisory Council and Oregon Library Association Executive Board are included. (NR)

ED 119 651 IR 003 114

Sim, Yong Sup (Sam)

An Individualized Library Orientation Program in Mercer County Community College Library; Curriculum Development.

Pub Date May 75

Note—28p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—College Freshmen, *Community Colleges, Higher Education, Individualized Instruction, *Junior College Libraries, *Library Instruction, Library Programs, Library Services, Library Skills, Orientation

Identifiers—Mercer County Community College, New Jersey (Mercer County)

A three-part, 50 minute, library orientation program was designed for freshmen at Mercer County (New Jersey) Community College. The first unit was a 20 minute tour and demonstration of library equipment. The second unit introduced students to the card catalog and the subject organization of books. In the third unit, students learned how to use periodical indexes to locate specific information. A rationale, a list of objectives, specific learning activities, and a posttest were developed for each unit. Learning activities provided a choice of individualized materials—print, visual, audio, or a combination. Librarians, counselors, English teachers, and students evaluated the program, found it successful, and made recommendations for its further use and improvement. (LS)

ED 119 652 IR 003 115

Council on Library Resources, Inc. Nineteenth Annual Report, for the Year Ending June 30, 1975.

Council on Library Resources, Inc., Washington, D.C.

Pub Date 76

Note—59p.

Available from—Council on Library Resources, Incorporated, One Dupont Circle, Suite 620, Washington, D.C. 20036 (free)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, Books, *Foundation Programs, Librarians, Library Administration, Library Automation, Library Networks, *Library Research, Library Services, Library Standards, Microforms, National Programs, Paper (Material), Preservation, Professional Training, Publications, Technology

Identifiers—*Council on Library Resources

An annual report for 1974-75 is presented by the Council on Library Resources (CLR) which was established in 1956, with funds from the Ford Foundation, to help provide solutions to significant library problems through directly administered programs, grants, and contracts with organizations and individuals. Described are CLR-supported activities in five major areas: (1) automation, networks, and national library services; (2) professional development for librarians; (3) library management and administration; (4) book and paper preservation and microform technology; and (5) improving services to users. A summary of CLR-supported projects is given in tabular form, organized alphabetically by organizations. The report also includes lists of members, committees, officers, staff, and publications as well as background information and financial statements. (LS)

ED 119 653 IR 003 116

Washtien, Joe

A Guide for Planning and Teaching Continuing Education Courses. CLENE Concept Paper No. 2.

Continuing Library Education Network and Exchange, Washington, D.C.

Spons Agency—Medical Library Association, Chicago, Ill.; National Library of Medicine (DHEW), Bethesda, Md.

Pub Date 75

Note—61p.

Available from—CLENE, 620 Michigan Avenue, N.E., Box 1228, Washington, D.C. 20064 (\$5.00)

Document Not Available from EDRS

Descriptors—Course Evaluation, Course Objectives, Curriculum Development, Curriculum Planning, Guides, Learning Activities, Librarians, *Library Education, *Medical Libraries, *Professional Continuing Education, Teaching Techniques

The Medical Library Association's (MLA) guide for developing continuing education courses for librarians contains three main parts: a checklist, the text, and appendices. The checklist provides questions to be considered in determining the scope of the course, designing learning activities, choosing methods and techniques, evaluating instruction, and planning the course. The text discusses these factors briefly, presents applicable principles, recommends actions to be taken, and lists pertinent references. The appendices include copies of applicable MLA bulletins and forms as well as samples of materials used in various courses (exercises, case studies, etc.). (Author/LS)

ED 119 654 IR 003 117

Rogers, JoAnn V.

Microforms for Kentucky Public Libraries.

Pub Date 75

Note—18p.; Paper presented at the Microform Acquisition Workshop, Kentucky Library Association (Lexington, Kentucky, April 11, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bibliographies, Indexes (Locators), Interlibrary Loans, Library Cooperation, Library Materials, *Library Material Selection, *Microforms, Preservation, *Public Libraries, Union Catalogs

Identifiers—KENCILIP, Kentucky, Kentucky Cooperative Library Information Project

Some practical information about microforms is provided for librarians, with specific help for those in Kentucky. The information given includes a brief history of microforms as well as discussions of: advantages and disadvantages of microforms, types (fiche and film rolls), selection, and bibliographic access through indexes. Availability of microforms through cooperative projects and interlibrary loan is discussed with particular reference to the Kentucky Cooperative Library Information Project (KENCILIP) and its union list of periodicals produced in computer output microfilm (COM) format. Terminology needed for informed purchasing is given along

with pertinent information on microform preservation of local history materials, newspapers, and genealogical sources. A list of publishers' addresses and a bibliography (partly annotated) of guides, catalogs, periodicals, and periodical articles are included. (LS)

ED 119 655 IR 003 118

Terbille, Charles I.

Improving Literature Searching in a Technical Information Center, an Internship and a Staff Improvement Course at the Owens-Illinois Technical Information Center.

Toledo Univ., Ohio. Dept. of Library and Information Services.

Pub Date Sep 75

Note—141p.; Master's thesis, University of Toledo

Available from—Charles I. Terbille, 2134 Alvin Street, Toledo, Ohio 43607

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Data Bases, *Information Centers, *Information Services, Information Sources, Internship Programs, Reference Materials, Search Strategies, Special Libraries

Identifiers—*Information Specialists, Owens Illinois Inc

A staff improvement course was developed by an intern at the technical information center (TIC) at Owens-Illinois, Inc. (O-I). First an analysis was made of the information center itself—its goals, services, literature search procedures, information sources, and the function of the information representative-analysts. Next a comparison was made between scientific/technical and social service information services. The personalities of individuals working at TIC were also considered. Several projects were planned or attempted, and a staff improvement course was selected for development. Designed to train technical personnel in information service techniques, the course was planned to cover request negotiation, search strategies, use of print and computerized sources, and reference and bibliographic services. Though the course was not completed, informal evaluation showed that it had some value. Recommendations were evolved for O-I in general, its department of library and information science in particular, and TIC's future interns. Appendixes contain the course outline, a course handout, a proposal for new search aids, and search models. (LS)

ED 119 656 IR 003 119

It's a Multi-Media World.

Illinois Library Association, Chicago.

Pub Date Sep 75

Note—11p.; Prepared by Children's Librarians' Section

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Audiovisual Aids, *Children, Elementary Education, Films, Filmstrips, Games, *Library Materials, *Library Programs, Phonograph Records, Preschool Education, *Public Libraries, Story Telling, Transparencies, Video Tape Recordings

Ideas for using nonprint materials that have been successful in the public libraries of Illinois are briefly summarized. Identified by originating library, ideas are categorized by type of material used. These include records and cassettes, films, filmstrips and loops, slides, pictures, transparencies, videotapes, toys, displays, and animals. Program ideas suitable for pre-school, lower elementary, and upper elementary grades are presented. (NR/PF)

ED 119 657 IR 003 120

Review of National Scientific and Technical Information Policy; Ireland.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—76p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Documentation, Information Dissemination, Information Science, *Information Services, International Organizations, Libraries, *National Programs, *Policy, Policy Formation, Program Coordination, Sciences, Technology

Identifiers—*Ireland, OECD, Organisation Economic Cooperation Development

The Organization for Economic Cooperation and Development (OECD) studied scientific and technical information (STI) policy in Ireland preliminary to proposing a coordinated nationwide policy. Following a brief analysis of the general demographic and economic situation in Ireland, the OECD examiners defined the major STI achievements in the areas of access to documents and information dissemination services. They found that, in the absence of a coordinated national policy, individual industrial firms and government agencies set their own policies. A national STI policy was found to be particularly needed for industrial development, science, education, and social development. The responsibilities of the government in establishing the STI policy were developed, and the content of such policies was proposed for the library, information and documentation service, and national government levels. The organization of boards and committees to implement the proposals was also outlined. A meeting between the OECD examiners and Irish officials, set up to discuss the policy proposals, centered around discussions of access to documents; information services to industry; and elements, substance, and institutional arrangements of a national information policy. (LS)

ED 119 658 IR 003 121

Benson, Stanley H.

Recorded Library Use Statistics for Four-Year Liberal Arts Institutions, 1973/74.
Oklahoma Univ., Norman.

Pub Date 75

Note—11p.; Portion of research for Ph.D. degree, University of Oklahoma

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Libraries, *Library Circulation, *Library Surveys, Statistical Data, *University Libraries, Use Studies

A survey collected recorded library circulation statistics for 241 four-year liberal arts colleges and universities. While the survey identified several libraries with comparatively high circulation averages, it also indicated that for a great many institutions the per student rate of circulation books remains about the same as it was over 35 years ago. (Author/NR)

ED 119 659 IR 003 122

Bates, A. W.

Guidelines to Counselors and Tutors on Use of Broadcasts.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date 2 Apr 73

Note—19p.; Internal Memorandum

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, Counselor Functions, Counselors, *Educational Radio, *Educational Television, *External Degree Programs, Guidelines, Higher Education, Learning Difficulties, *Student Attitudes, Study Guides, *Study Habits, Tutors

Identifiers—*Open University

At the Open University of Great Britain, certain problems are created by the school's heavy reliance on radio and television broadcasts as a mode of instruction. Students have difficulty: 1) integrating the broadcast with the rest of the course; 2) recognizing the purpose of the broadcast; 3) knowing what to do with the results of the broadcast; 4) concentrating on the main teaching points; and 5) concentrating through the entire length of the program. Counselors and tutors should encourage students to read the broadcast notes before each program, to answer a set of analytical questions after each program, and to record the essential points of the program immediately after the broadcast. (EMH)

ED 119 660 IR 003 123

Bates, A. W.

Educational and Cost Comparisons Between Open-Network, Cable and Cassette Systems of Multi-Media Teaching.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date 73

Note—30p.; Paper presented at the Mediorama for the Development of Industry and Labour (8th, Blankenberge, Belgium, May 16-18, 1973); Open University, IET-16

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Broadcast Industry, Cable Television, *Cost Effectiveness, Costs, *Decision Making, *Delivery Systems, Educational Radio,

*Educational Television, Higher Education, *Models, Program Effectiveness, Systems Analysis, Video Cassette Systems, Video Equipment
Identifiers—*Open University

The Open University of Great Britain provides home-based instruction via broadcasts and correspondence. Since technical arguments for the superiority of open-network, cable, or cassette television systems are inconclusive, the university has been forced to develop a decision-making model to determine which system is the most cost effective. For each system the following characteristics must be considered: 1) student characteristics; 2) instructional characteristics; 3) flexibility; 4) available technology; and 5) type of evaluation. These characteristics must be weighed against the costs of the required development, production, transmission, distribution, software, and hardware. The resulting ratio of bundles of characteristics to cost will enable the Open University to select the system which most effectively resolves the institution's video-distribution problems. (EMH)

ED 119 661 IR 003 124

Radcliffe, J. Bates, A. W.

Audio-Visual Communication in the University.

Theme IV, The Open University and The BBC.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date Sep 73

Note—20p.; Paper presented at Palais de Congress (Liege, Belgium, September 24-28, 1973); Open University, IET-18

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, Correspondence Courses, Costs, Delivery Systems, Educational Strategies, *Educational Television, *External Degree Programs, Higher Education, Instructional Design, Media Specialists, *Multimedia Instruction, Speeches

Identifiers—*Open University

The Open University of Great Britain provides home-based instruction to nearly 50,000 predominantly-working students via broadcasts and correspondence. Each unit of instruction consists of a combination of text, broadcasts, cassette recordings, assignments, and experiment kits. The per student cost of this delivery system is impressively low, especially when the large initial capital outlay is divided among large numbers of students. A professional production staff is necessary to maintain these low costs. For the student, broadcasters can act as organizers, synthesizers, pacers, study guides, role models, and recruiters. Professors have been required to master a variety of media techniques, although they are assisted in their course production by specialists trained in the proper mixing of multimedia presentations. (EMH)

ED 119 662 IR 003 125

Bates, A. W.

Problems of Learning from Television at a Distance.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date 74

Note—8p.; Open University, IET-28

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, Curriculum Design, Curriculum Development, Educational Objectives, Educational Strategies, *Educational Television, *External Degree Programs, Higher Education, *Learning Difficulties, Multimedia Instruction, Programming (Broadcast)

Identifiers—*Open University

Very little is known about how students learn from television, particularly when television is used in conjunction with a prescribed set of written materials. At the Open University of Great Britain, classes have proliferated to the extent that it is no longer possible to broadcast one lecture to accompany each unit of instruction. To reduce air time broadcasts are sometimes restricted only to the presentation of partial arguments or to evidential material. Broadcast designers must clarify the distinction between learning objectives and teaching methods so that students clearly understand the relationship of the broadcasts to the written text and the course assignments. (EMH)

ED 119 663 IR 003 126

Gallagher, Margaret Marshall, J.

Broadcasting and the Need for Replay Facilities at the Open University.

Open Univ., Walton, Bletchley, Bucks (England).

Inst. of Educational Technology.

Pub Date Feb 75

Note—18p.; Open University, IET-41

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, *Delivery Systems, *Educational Television, External Degree Programs, Facility Planning, *Facility Utilization Research, Higher Education, *Multimedia Instruction, Pilot Projects, *Video Cassette Systems, Video Equipment, Video Tape Recordings

Identifiers—*Open University

The Open University of Great Britain relies heavily on broadcasting as a mode of instruction, but increased course offerings are making it impossible to broadcast each lesson more than once. To reach students unable to view the original broadcast, video cassette reorder systems were tested in six community study centers as part of a 1974 pilot study. Student use patterns, equipment reliability, and variations among the centers were monitored. By the end of the year, 258 playbacks had been attended by 496 students. It was concluded that, if small technical difficulties could be overcome and initial capital expenditures reduced, a central library of video cassettes could become part of the Open University of the future. (EMH)

ED 119 664 IR 003 127

Bates, A. W.

Student Use of Open University Broadcasting: A Survey of 10,537 Students Carried Out in November 1974.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date 75

Note—204p.; Open University, IET Papers on Broadcasting No. 44

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage

Descriptors—College Students, Educational Programs, *Educational Radio, *Educational Television, *External Degree Programs, Higher Education, Multimedia Instruction, Participant Satisfaction, Programming (Broadcast), Questionnaires, *Student Opinion, Student Participation, Surveys, Tables (Data), *Television Surveys

Identifiers—*Open University

The Open University of Great Britain relies heavily on broadcasting as a mode of instruction. Because increased course offerings have made program scheduling a problem and because production costs have risen sharply, a survey was conducted to determine the use patterns of students so that the system's resources could be allocated in the most efficient manner possible. Nearly 13,000 of the school's 45,000 enrolled students were surveyed by mail. The response rate was high, and the results provided data on: 1) student viewing and listening time; 2) student ratings of broadcasts; and 3) factors influencing the viewing and listening times. These results facilitated a discussion of the best allocation of broadcast time. The text provides a detailed discussion of the survey design and tabular summaries of the data. (EMH)

ED 119 665 IR 003 128

Bates, A. W. Pugh, A. K.

Designing Multi-Media Courses for Individualized Study: The Open University Model and its Relevance to Conventional Universities.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date 7 Jul 75

Note—13p.; Paper presented at Northern Universities Working Party for Co-operation in Educational Technology Meeting (Durham, England, July 7, 1975); Open University, IET External Degree Programs; *Media Selection; Course Objectives

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Students, College Teachers, Course Objectives, *Curriculum Design, Curriculum Development, Educational Television, Experimental Curriculum, *External Degree Programs, Higher Education, *Individualized Instruction, Instructional Media, *Media Selection, Media Specialists, *Multimedia Instruction

Identifiers—*Open University

The Open University of Great Britain is an open-enrollment, home-based institution in which the majority of the instruction is conducted via broadcasts and correspondence. The student is

required to interact with printed materials, broadcasts, tutors, counselors, assignments, cassette recordings, experiment kits, etc. The choice of media is intended to extend access to a broad audience and, at the same time, to be pedagogically sound. Since most students study individually, it is important that the different media elements of each lesson integrate well into the course structure. This integration can be facilitated by a course team approach in which the curriculum designers, media specialists, tutors, and instructors all work toward a predetermined set of educational objectives. (EMH)

ED 119 666

IR 003 129

Bates, A. W.

The British Open University: Decision-Oriented Research in Broadcasting.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date 17 Nov 75

Note—15p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (Washington, D.C., November 17, 1975); Open University, IET Papers on Broadcasting No. 53

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Decision Making, Educational Administration, Educational Radio, *Educational Research, Educational Television, *External Degree Programs, Higher Education, *Multimedia Instruction, Student Opinion, *Television Research, Viewing Time
Identifiers—*Open University

The Open University of Great Britain is an open-enrollment, home-based institution in which the majority of the instruction is conducted via broadcasts and correspondence. There are over 50,000 students enrolled in nearly 100 courses which require the transmission of 1,000 television and 1,000 radio broadcasts each year. Recently, research has been conducted to: 1) determine which programs are most successful; 2) provide information for research allocation decisions; and 3) determine which combination of resources produces the most effective multimedia presentation. A 1974 postal survey of 1,200 students examined specific programs and attempted to measure the level at which educational objectives were met, the cost and the convenience of the broadcast strategy, and the effectiveness of the media mix. Such studies have resulted in alterations of the courses considered and have illustrated the value of research to decision-making in educational broadcasting. (EMH)

ED 119 667

IR 003 130

Gallagher, Margaret

Broadcast Evaluation Report Number One: Analysis M231.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date Aug 75

Note—47p.; Audio-Visual Media Research Group with Faculty of Mathematics

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*College Mathematics, College Students, *Course Evaluation, Educational Radio, *Educational Television, External Degree Programs, Higher Education, *Mathematics Instruction, Media Selection, *Multimedia Instruction, Study Habits, Surveys, Viewing Time
Identifiers—*Open University

The Open University of Great Britain is an open-enrollment, home-based institution in which the majority of instruction is conducted via broadcasts and correspondence. As part of an effort to measure the effectiveness of this program, 490 students in a course in mathematical analysis were surveyed to: 1) determine the amount of time students spent on each unit of instruction; 2) identify abnormally difficult sections of the curriculum; and 3) find sections of the curriculum which could be made optional. Details of the survey design and tabular results are provided. (EMH)

ED 119 668

IR 003 131

Gallagher, Margaret

Broadcast Evaluation Report Number Two: Cumulative Case Study, E221: TV3 R6.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date Jan 75

Note—47p.; Audio-Visual Media Research Group

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Broadcast Industry, College Students, Correspondence Courses, *Course Evaluation, Curriculum Development, Decision Making, Educational Policy, Educational Radio, *Educational Television, External Degree Programs, Higher Education, *Multimedia Instruction, *Participant Satisfaction, Programming (Broadcast), Surveys, Television Surveys, *Viewing Time
Identifiers—Open University

The Open University of Great Britain is an open-enrollment, home-based educational system in which the majority of the instruction is conducted via broadcasts and correspondence. One radio program, one television program, and the related readings from a course on decision-making in the British Education System were evaluated to see if they: 1) related to the course to which they were associated; 2) provided an experience which could not otherwise conveniently be presented; and 3) achieved a good blend of broadcast and written material. Using a mailed questionnaire and telephone interviews, a survey measured student viewing and listening time and participant satisfaction with the integration of the broadcasts, the guest speakers, the usefulness of the programs, and the entertainment value of the programs. When students were queried about the extent that they used the course literature to prepare for broadcast, it was shown that course materials were not used in the way they were intended. (EMH)

ED 119 669

IR 003 132

Bates, A. W.

Broadcast Evaluation Report Number Three: Instrumentation, T291: TV6.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date Feb 75

Note—42p.; Audio-Visual Media Research Group

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Course Evaluation, Educational Alternatives, *Educational Television, Electronic Control, *Electronics, External Degree Programs, Higher Education, Instructional Media, *Instrumentation, Student Attitudes, Technical Education

Identifiers—*Fourier Analysis, Great Britain, Open University, Transducer Response

A course in instrumentation offered through the British Open University included a television program which introduced and illustrated Fourier analysis and transducer response. The television component was evaluated using questionnaires, telephone interviews, and group discussions. The program was successful in that it demonstrated complicated operations which would be costly to provide by laboratory sessions and impossible to provide through home experiment kits. Some problems were encountered by students in relating Fourier synthesis and analysis to transducer response as presented by the television program. Other difficulties were encountered with program transmission schedules and distribution of textual materials to students. Students generally reacted favorably to the broadcast itself but felt that the broadcast notes were inadequate. (CH)

ED 119 670

IR 003 133

Gallagher, Margaret

Broadcast Evaluation Report Number Four: Industrial Chemistry Component 524: TV7 R3.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date Apr 75

Note—51p.; Audio-Visual Media Research Group

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Chemistry, *Chemistry Instruction, *Course Evaluation, Educational Alternatives, *Educational Radio, *Educational Television, External Degree Programs, Higher Education, Instructional Media, Programming (Broadcast), Student Attitudes, Technical Education

Identifiers—Great Britain, *Industrial Chemistry, Open University

The Institute of Educational Technology of the British Open University evaluated an Open University broadcast course in the chemistry of carbon compounds. Industrial chemistry was a separate but parallel component of the course which was presented by television and radio broadcast. Questionnaires, telephone interviews, and group discussions were used to evaluate the television and radio presentation of the industrial chemistry component. By the end of the course, students recognized the unit as worthwhile. The

television program was viewed by most of the students, and they praised the production as clear and informative. The radio talk broadcast received some criticism and only about one-third of the students listened to it. Students who missed both the television and radio programs were twice as likely to fail or to withdraw from the course as students who missed neither. (CH)

ED 119 671

IR 003 134

Gallagher, Margaret

Broadcast Evaluation Report Number Eight: Decision-Making in British Education Systems "Caught in the Net", E221:R15.

Open Univ., Walton, Bletchley, Bucks (England).
Inst. of Educational Technology.

Pub Date Jul 75

Note—40p.; Audio-Visual Media Research Group

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Course Evaluation, Decision Making Skills, Drama, *Educational Radio, External Degree Programs, Higher Education, Programming (Broadcast), Student Attitudes

Identifiers—Great Britain, Open University, *Radio Drama

A course in the management and administration of British public education systems offered through the British Open University included radio dramatizations which were accompanied by broadcast notes and a correspondence text. Radio 15, "Caught in the Net," was designed to dramatize a simple decision model involving human interaction. Evaluation of the program using questionnaires, interviews, and group discussions revealed that radio drama can provide an enjoyable and memorable learning experience for many students. Radio provides a low-cost and useful resource for presenting complex material, and the majority of the students in the evaluation approved its educational use. Criticisms of the course included dissatisfaction with the distractions of the entertainment element of the program, difficulty in identifying particular characters and allocating viewpoints to the character voices, unfavorable reactions to the time-consuming nature of this component, and general opposition to the use of drama for educational purposes. (CH)

ED 119 672

IR 003 135

Morgan, Robert P. Eastwood, Lester F., Jr.

Project on Application of Modern Communication Technologies to Educational Networking. Final Technical Report.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—18p.; Grant Duration, May 1, 1973-April 30, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Communications, Computer Assisted Instruction, Computer Oriented Programs, Cost Effectiveness, Educational Alternatives, Educational Research, Educational Technology, Educational Television, Higher Education, Information Networks, *Networks, *Research Projects, *Telecommunication

Identifiers—*Educational Networks

Research on this National Science Foundation grant to study the application of modern communications technology to educational networking was divided into three parts: assessment of the role of technology in non-traditional post-secondary education; assessment of communications technologies and educational services of current or potential future use in educational networks; and synthesis of educational networks. This final report focuses on work completed from July 1, 1974 to April 30, 1975. Four studies of technology in non-traditional higher education, two studies of communication technologies in educational networks, and two studies of synthesis of educational networks are summarized. The report is followed by a list of publications, reports, and theses. (CH)

ED 119 673

IR 003 136

Ryland, Jane N., Ed. Thomas, Charles R., Ed.

Higher Education Information Systems: The Challenge of Change. Proceedings of the 1975 Cause National Conference (Denver, Colorado, December, 1975).

College and Univ. Systems Exchange, Boulder, Colo.

Pub Date Dec 75

Note—710p.

EDRS Price MF-\$1.33 HC-\$38.17 Plus Postage
Descriptors—Computers, *Conference Reports, Data Processing, Decision Making, *Educational Administration, Educational Planning, Evaluation, *Higher Education, Information Networks, Information Processing, *Information Systems, Interschool Communication, Management, *Management Information Systems, Man Machine Systems, On Line Systems, Program Budgeting, Systems Approach

Identifiers—Computer Systems, Computer Users, Higher Education Administration, *Higher Education Information Systems

Collected here are 55 papers presented at the 1975 College and University Systems Exchange (CAUSE) national conference. Papers are organized to reflect the activities at the conference: 10 papers are grouped in the section for management presentations, 10 papers are included in technical presentations, and 12 papers are included in mixed management and technical presentations. In addition to the complete papers, abstracts of 23 contributed papers are provided followed by 10 abstracts of vendor presentations. (CH)

ED 119 674 IR 003 137
Gandy, Oscar And Others

Citizen Action and Broadcasters' Interests: The Record of the FCC.

Pub Date Apr 76
 Note—28p.; Paper presented at the International Communication Association Annual Meeting (Portland, Oregon, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Broadcast Industry, Broadcast Television, *Citizen Participation, Citizen Role, Community Organizations, Federal Government, Programming (Broadcast)

Identifiers—FCC, *Federal Communications Commission

A study was conducted to investigate the complex influences which converge on the Federal Communications Commission (FCC). The literature revealed that in the past, most attempts by individuals or groups to have a voice in the renewal of a broadcaster's license met with failure because the FCC generally abandoned both its formulated policy and its evaluated standards in favor of a general bias toward the licensee. During 1963-1973 there were over 250 petitions filed with the FCC, but the bulk were either dismissed or withdrawn. In this study, a questionnaire was completed for 230 cases brought before the FCC by individuals or groups outside the broadcasting industry, and economic information was collected for each licensee involved. The analysis produced support for the hypothesis that the FCC will generally favor those parties who have the greatest financial investment at risk as a result of the commission action and will generally be more responsive to the appeals of organizations with high national visibility in areas other than broadcasting. A bibliography of 19 items is included. (Author/DS)

ED 119 675 IR 003 138
Foote, Dennis And Others

Telemedicine in Alaska: The ATS-6 Satellite Biomedical Demonstration. Final Report.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Library of Medicine, Bethesda, Md. Lister Hill National Center for Biomedical Communications.

Pub Date Feb 76
 Note—251p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage
Descriptors—*Communication Satellites, Demonstration Programs, *Health Services, *Medical Services, Program Evaluation, *Rural Areas, Statistical Data, Tables (Data), Telecommunication, *Television, Video Equipment

Identifiers—*Alaska, Applied Technology Satellite 6, ATS 6, Teleconsultation, Telemedicine

A demonstration project explored the potential of satellite video consultation to improve the quality of rural health care in Alaska. Satellite ground stations permitting both transmission and reception of black and white television were installed at clinics in Fairbanks, Fort Yukon, Galena, and Tanana. Receive-only television capability was installed at the Alaska Native Medical Center in Anchorage. As part of the project, a centralized, computer-based, problem-oriented medical record system, called the Health Information Systems was introduced. Satellite

video consultation was shown to be useful for practically any medical problem, crucial to some cases, and usable by health care providers at all levels of training. The Health Information System was judged valuable by all participants in the demonstration, and it was recommended that it be established permanently and expanded to the entire state of Alaska. Forms used and data are included. (Author/PF)

ED 119 676 IR 003 139
National Commission on Libraries and Information Science Annual Report '74/'75.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 6 Jan 76
 Note—60p.; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00130-6, \$0.75)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Annual Reports, Copyrights, *Information Science, Information Services, *Libraries, Library Education, Library Networks, Library Standards, *National Programs, *Professional Continuing Education

Identifiers—Continuing Library Education Network and Exchange, *National Commission Libraries Information Science, NCLIS, White House Conference Library Information Service

In its annual report, the Commission reviews its activities and summarizes its official program document: "Toward a National Program for Library and Information Services: Goals for Action." The development of the Continuing Library Education Network and Exchange and progress toward the White House Conference on Library and Information Services are reported.

The act establishing the Commission (Public Law 91-345), lists of Commission members and committees, a list of 27 papers sponsored by the Commission, a joint resolution calling for the White House Conference (Public Law 93-568), and a financial statement are appended. (DS)

ED 119 677 IR 003 140
Hug, William E.

Instructional Design and the Media Program.

American Library Association, Chicago, Ill.

Pub Date 31 Dec 75
 Note—148p.
 Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$6.50)

Document Not Available from EDRS
Descriptors—Core Curriculum, Curriculum Design, *Curriculum Planning, Individualized Curriculum, Information Sources, *Instructional Design, *Instructional Materials Centers, Instructional Media, Library Role, *Media Specialists, *School Libraries, Systems Approach, Textbooks

Designed for training school library/media specialists to establish media programs as an integral part of the school curriculum, this text is divided into four general areas. The first two chapters focus on what society expects of the schools and how educators respond. Systems principles are shown to apply to the building of an educational program that fuses the media program and the school curriculum. A typical group of functions and operations for building a media program that provides both the ways and means for educational program improvement is detailed. The final chapter introduces the futuristic concept of technology as a process. Discussion questions and sample learning activities conclude each chapter, and flow charts and schematic drawings illustrate the systems approach. A bibliography of over 100 items is included. (Author/DS)

ED 119 678 IR 003 141
Blazek, Ron

Influencing Students Toward Media Center Use: An Experimental Investigation in Mathematics.

Studies in Librarianship No. 5.

American Library Association, Chicago, Ill.

Pub Date 19 Dec 75
 Note—176p.

Available from—American Library Association, 50 East Huron, Chicago, Illinois 60611 (\$6.50)

Document Not Available from EDRS
Descriptors—Audiovisual Aids, *Instructional Materials Centers, Junior High School Students, *Library Materials, *Mathematics Instruction, Mathematics Materials, Mathematics Teachers, Media Specialists, School Libraries,

Secondary Education, Secondary School Mathematics, *Teacher Influence, *Use Studies

A study conducted in 1969 endeavored to measure teacher influence on student use of non-required materials in the library. Seventeen students of junior high school level in two mathematics classes served as subjects. As pretest, the use of the library by all pupils was recorded during a test period of six weeks. During the eight week test period, the teacher encouraged the use of books, films, filmstrips, and periodicals in one class while the other class served as a control group. During a posttest period all students were interviewed and their use of the library continued to be recorded. The data collected supported the hypothesis that there is a relationship between teacher utilization of nonrequired media center materials and their use by the students. The bibliographies given to the students, the rating scale used, interview questions used for both groups, and explanations of statistical procedures used are appended. References follow each chapter. (DS)

ED 119 679 52 IR 003 142
The Library and Information Needs of Southern Maryland Residents.

Westat Research, Inc., Rockville, Md.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Southern Maryland Regional Library Association, La Plata.

Pub Date 15 Sep 75
 Note—126p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—*Community Attitudes, Community Characteristics, *Information Needs, Library Materials, Library Planning, *Library Role, Library Services, *Library Surveys, *Public Libraries, Questionnaires, Recreational Reading, Regional Planning, Tables (Data), Use Studies

Identifiers—Maryland

A study was made to determine the adult public's expectations and attitudes about public libraries in the southern Maryland region, which encompasses St. Mary's, Charles, and Calvert counties. Survey instruments and interviewing procedures were developed to make these determinations to create profiles of the library user and non-user based on age, race, sex, education, socio-economic level, geography, and occupation; and to discover use and awareness of library materials and services for recreational, informational and educational purposes. Data were analyzed and compiled in 25 tables with narrative explanations. Major findings were made in the areas of demographic differences, identification of everyday problems and associated information needs, recreational and informational needs and uses, education-related needs, and use and awareness of specific library materials and services. All forms and working papers are appended. (LS)

ED 119 680 IR 003 144
Hartje, George N.

Missouri Library Association, 1900-1975.

Missouri Library Association, Columbia.

Pub Date Oct 75
 Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Conferences, Federal Legislation, History, *Libraries, *Library Associations, State Legislation

Identifiers—Missouri, Missouri Library Association

The Missouri Library Association (MLA) began in 1900 when the first meeting was held at the University of Missouri, Columbia, to discuss free public libraries, traveling libraries, and school libraries. With the state purpose of promoting library interest in the state, the MLA pushed legislation which led to the establishment of a state library commission and the Missouri state library. Other accomplishments were: passage of the 1921 county library law; codification of state library laws; increased state aid to public libraries; and creation of a voluntary librarian certification program. Various MLA divisions, committees, and round tables also have had positive influence on the library situation in the state. MLA has had an active publishing program since 1936 and has cooperated with other agencies on surveys, recruiting, education programs, and many other projects. In addition to its state activities, MLA has participated in meetings and conferences with national and other associa-

tions and has played an active part in efforts to influence federal library legislation. A bibliography and annual membership statistics are included, as are lists of charter members, officers, conferences, and joint meetings. (LS)

ED 119 681 IR 003 145

Spencer, Dorothy Parsons, A. Chapman
Workshop by Design: Planning a Workshop.
Ohio Library Association, Columbus.

Pub Date Sep 75

Note—17p.

Available from—Ohio Library Association, 40 South Third Street, Columbus, Ohio 43215 (\$2.00)

Document Not Available from EDRS

Descriptors—Budgets, Discussion Programs, Guides, Librarians, Libraries, *Library Associations, Meetings, *Program Planning, *Workshops

Identifiers—Ohio

In an Ohio Library Association guide for planning workshops, detailed instructions are given for forming a committee, holding meetings, selecting and paying the speaker, and developing the program. Budgets and fees are discussed along with information on federal funding. Practical guidance is also provided about equipment, table arrangements, hotel meeting rooms, and post-workshop evaluation. Finally, suggestions for discussion leaders are outlined, including how to plan for a discussion and the role of the discussion leader. (LS)

ED 119 682 95 IR 003 146

Hilgendorf, Allan

Investigating the Interaction of Learning Styles and Types of Learning Experiences and Assessment of Their Impact on Learning in Post-Secondary Vocational-Technical Education Programs: Phase II. Final Report.

Fox Valley Technical Inst., Appleton, Wis.; Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 14 Aug 74

Note—91p.; For related documents, see ED 086 835 and 836

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adult Education, *Computer Assisted Instruction, *Individualized Programs, *Instructional Systems, *Learning Processes, *Models, On Line Systems, Physics Instruction, Post Secondary Education, Programmed Materials, Time Sharing

Identifiers—*Learning Styles

An investigation of learning styles was jointly conducted by the Fox Valley Technical Institute and the Center for Vocational Technical and Adult Education at the University of Wisconsin at Stout. After a study of learning styles, a computerized model to manage an instructional system was developed. Analysis of information necessary to manage a learning-styles-based instructional system was used to develop a model consisting of learner-instructor-computer interactions. A series of computer programs written for a time-sharing system were designed according to the model, and the computer management system was tested using a basic physics program. (CH)

ED 119 683 IR 003 147

Mulder, Ronald

A General Analysis of the Audience of WTTW, Chicago, Illinois.

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.

Report No.—CPB-OCR-8122

Pub Date Dec 74

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Audiences, Community Characteristics, Demography, Individual Characteristics, Programming (Broadcast), *Public Television, Statistical Data, Tables (Data), *Television Surveys, *Television Viewing, *Viewing Time

Identifiers—Illinois (Chicago), WTTW TV

During the week of May 20-26, 1974, a telephone survey to determine television viewing patterns was conducted in the six-county Chicago metropolitan area. For the 4,662 respondents, data were collected concerning family characteristics and time spent watching the various pro-

grams offered by WTTW, Chicago's public broadcasting station. Nearly 43% of the sample had viewed WTTW at least once during the previous week with the highest viewing rates found in the suburban areas and among those with higher levels of educational attainment. Differences in viewing patterns among occupational groups and racial groups were slight. Unique viewing patterns were found for public affairs programs, childrens' programs, and the annual fund-raising auction. Details of the survey design and tabular results are included. (EMH)

ED 119 684 IR 003 150

Valenzuela, Nicholas A. Spain, Peter

A Survey of Public Television Viewing in the WBRA-TV and WSVN-TV Signal Areas of Southwestern Virginia.

Blue Ridge Educational Television Association, Roanoke, Va.; Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.

Report No.—CPB-OCR-73.6239

Pub Date Jan 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Audiences, Community Characteristics, Demography, *Individual Characteristics, Programming (Broadcast), *Public Television, Statistical Data, Tables (Data), *Television Surveys, *Television Viewing, *Viewing Time

Identifiers—Virginia, WBRA TV, WSVN TV

A telephone survey was conducted in November 1973 to determine television viewing patterns in southwestern Virginia. Data were collected concerning family characteristics and time spent watching the various programs offered by WBRA-TV and WSVN-TV, the local public broadcasting stations. Income and occupational status proved to be significant determiners of viewing patterns, although educational attainment generally was not. Viewing patterns also tended to reflect the different urban/rural mixes that the two stations serve. Viewers expressed more interest in college level educational programming than in high school level course. Details of the survey design and tabular results are provided. (EMH)

ED 119 685 IR 003 151

The Audience of WDCN-TV, Nashville, Tennessee.

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.

Pub Date 3 Dec 74

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiences, Community Characteristics, Demography, *Individual Characteristics, Programming (Broadcast), *Public Television, Statistical Data, Tables (Data), *Television Surveys, *Television Viewing, *Viewing Time

Identifiers—Tennessee (Nashville), WDCN TV

During March 1974, a telephone survey to determine television viewing patterns was conducted in a four-county area surrounding Nashville, Tennessee. Data were gathered concerning family characteristics and time spent watching WDCN, Nashville's public broadcasting station. Results characterized viewers according to total time spent watching television, types of program watched, sex, age, race, educational attainment, and family structure. Details of the survey design and tabular results are included. (EMH)

ED 119 686 IR 003 152

Rosenfeld, Joel

A Report on MELSA's Cost-Use Study.

Pub Date 75

Note—10p.

Journal Cit—Minnesota Libraries; v24 n11 Autumn 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Branch Libraries, Costs, *Interlibrary Loans, *Library Cooperation, Library Expenditures, Library Surveys, Public Libraries, Tables (Data), *Use Studies

Identifiers—MELSA, *Metropolitan Library Service Agency, Minnesota (Minneapolis), Minnesota (Saint Paul)

The Metropolitan Library Service Agency (MELSA) of Minneapolis/St. Paul was formed through an agreement among local library districts to share collections, services, and loans. During the formative years of the program, state aid for regional library development was appor-

tioned to local branches on a per capita basis. Since this method did not reflect actual use patterns, a study was initiated to ascertain the portion of each library's budget spent on interlibrary sharing and to measure use of each library's facilities by the other libraries. Tabular results of the survey are provided. (EMH)

ED 119 687 IR 003 153

McInosh, Naomi E.

Data-Banks in Theory and in Practice; A Case Study in Higher Education.

Open Univ., Walton, Bletchley, Bucks (England). Pub Date 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Records, Adult Education, Computer Oriented Programs, Correspondence Courses, *Data Bases, External Degree Programs, Higher Education, Information Needs, Information Storage, *Management Information Systems, Student Characteristics, *Student Records

Identifiers—Great Britain, *Open University

In a home-based institution like the Open University of Great Britain where enrollment is open and participation patterns are erratic, maintaining up-to-date, accurate records of students is imperative. A systematized data base is required for the administration of admissions, fee collection, materials distribution, monitoring and marking of assignments, grading, and policy planning. Since data collection at the Open University began before the potential uses of the data were established, the system has in some instances been unable to provide needed information, but the system is being updated and modified to insure easy access to more complete information. The possible uses of demographic and academic records are discussed in detail. (EMH)

ED 119 688 IR 003 154

Delaney, Jack J.

The Media Program in the Elementary and Middle Schools; Its Organization and Administration.

Pub Date 76

Note—222p.

Available from—Linnet Books, The Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$10.00)

Document Not Available from EDRS

Descriptors—Audiovisual Centers, Cataloging, Discipline, Elementary Education, Elementary Schools, *Instructional Materials Centers, Librarians, *Library Administration, Library Facilities, Library Instruction, Library Materials, Library Planning, Library Reference Services, Library Technical Processes, Media Specialists, Middle Schools, *School Libraries, Textbooks

This text focuses on the administration of libraries and media centers in elementary and middle schools. Included are chapters concerning staffing, scheduling and rules, circulation, reference services, teaching, discipline, materials selection, ordering, producing materials, cataloging, and planning. There is explicit information on such innovations as electric book charging, individualized instruction, behavioral management, and computerized instruction. Samples of actual cards, charts, and forms are provided. (EMH)

ED 119 689 IR 003 155

Summit, Roger K. Firschein, Oscar

Investigation of the Public Library as a Linking Agent to Major Scientific, Educational, Social, and Environmental Data Bases. Fifth Progress Report, September 1975 to December 1975.

Applied Communication Research, Stanford, Calif.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—LMS-C-D464275

Pub Date 5 Jan 76

Note—89p.; Some pages may reproduce poorly due to quality of print

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Computer Programs, Conference Reports, Costs, Data Bases, Financial Support, *Information Retrieval, *Library Reference Services, *On Line Systems, Program Evaluation, Publicize, *Public Libraries, Search Strategies, Tables (Data), Use Studies

Identifiers—*DIALIB

In November of 1975, a committee was convened at Lockheed Palo Alto Research Laboratory to examine the utility of computerized data base searching in the public library setting. Participants reviewed an on-going computer retrieval experiment (DIALIB) being conducted in four San Francisco Bay Area public libraries. Librarians reported that since the cost of searches had been assumed by the client, the number of searches had declined dramatically. Data are provided on search times and client characteristics. The appendices contain a summary of DIALIB activities and a full report on a cost analysis of initial stages of the project. (EMH)

ED 119 690

IR 003 156

Wiles, David K.

The Viability of "Extraterrestriality" as a Framework for Educational Policy Analysis.
Pub Date Apr 76

Note—38p.; Paper presented at the American Educational Research Association Annual Convention (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavior Theories, *Conceptual Schemes, Conflict Resolution, *Decision Making, Educational Administration, Game Theory, *Interaction Process Analysis, Mathematical Models, *Models, Problem Solving

Identifiers—Choice Models, *Extraterrestriality, Paradigms, Rationality

The mathematical exercise of the Prisoner's Dilemma is used to explore the issue of whether present models or paradigms of policy analysis cover the complete range of rational decision making. A review of the competing paradigms of the cybernetic concept, the analytic probability concept, and the cognitive categorization concept reveals additional, but unaccounted-for, policy-making behavior. It is this residual which is affecting educational governance systems, and it is referred to as extraterrestrial phenomena. A conceptual and methodological exploration of the residual, extraterrestrial phenomena is called for, and some suggestions for further efforts at analysis are provided. (CH)

ED 119 691

IR 003 159

Salomon, Gavriel

Cohen, Akiba A.

The Effects of TV Formats on Mental Skills.

Spons Agency—American Psychological Association, Washington, D.C.; Ministry of Education and Culture, Jerusalem (Israel).

Pub Date Mar 76

Note—16p.; Paper presented at the Visual Literacy Conference (Nashville, Tennessee, March 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Cognitive Development, *Cognitive Processes, Learning Processes, Perception, Programming (Broadcast), Television, Visual Aids, *Visual Learning, *Visual Literacy

An experiment was conducted in which the relationships of basic television and film codes to particular literacy mental skills were examined. Different versions of the same film, each focusing on a different code, were produced and shown to fifth graders. It was found that children with initially better mastery of the relevant skills extract more knowledge and meaning from the presentation. Where filmic codes supplant a critical skill, rather than call upon it, those with initially poor mastery benefit as much as those with better mastery. (CH)

ED 119 692

95

IR 003 160

AECT Research Abstracts, 1976. Prepared for the Association for Educational Communications and Technology Annual Meeting (Anaheim, California, March 29 through April 2, 1976).

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Note—45p.; Papers abstracted are available through ERIC

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Abstracts, Biology Instruction, Conference Reports, Educational Development, *Educational Technology, Evaluation Methods, Graduate Study, *Instructional Media, *Instructional Technology, *Media Research, Medical Education, Music Reading, Remedial Reading, Speeches, Visual Perception
Identifiers—AECT 76, Visual Aptitude

Thirty-five research abstracts cover instructional technology in the following areas: (1) its application to elementary education, medical education, music reading skills, teacher education, college biology, and college student attitudes; (2) an evaluation of various university instructional technology graduate programs; and (3) its cost effectiveness. Additional abstracts deal with criteria for media evaluation, color cueing techniques in visual instructional material, and the development of instructional products in relation to higher education curriculum revision. Also reported are several learning studies testing the perceptual learning process and rate controlled speech. (NR)

ED 119 693

IR 003 161

Spitzer, Dean R.

A Delphic Exploration of the Future of Educational Media.

Pub Date 31 Mar 76

Note—14p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 29 - April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Planning, *Futures (of Society), *Instructional Media, Instructional Technology, Media Specialists, Media Technology, Opinions, *Prediction, Questionnaires, Research Methodology, Surveys, Tables (Data), Technological Advancement

Identifiers—AECT 76, *Delphi Technique

The Delphi Technique utilizes a survey format with multiple rounds of questionnaires, sequential statistical feedback, and respondent anonymity. The principal objective is to use expert opinion to refine predictions about the occurrence of future events. An open-ended questionnaire was sent to 200 subjects selected from the membership of the Association for Educational Communications and Technology. They were asked to identify the trends in educational media and technology they felt would be significant in the next 25 years. Four rounds of questionnaires were generated and analyzed. From the results it is difficult to derive substantive information concerning the future of educational media and technology. Opinion converged toward the view that hardware trends are more likely to occur, and software trends are more important. The technique and the results obtained had many limitations which were noted. (CH)

ED 119 694

IR 003 162

Kuczmarski, Tom

WISE Search Program Reference Manual for the 1110.

Wisconsin Univ., Madison. Academic Computing Center.

Pub Date Jan 76

Note—34p.; Information Handling Series

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Computer Programs, Data Bases, Information Processing, Information Retrieval, Manuals, On Line Systems, Search Strategies
Identifiers—Interactive Computer Systems, SEARCH, *WISE

WISE is an on-line, interactive information retrieval system designed to operate on key-word-oriented data bases. The WISE user searches a data base by entering and combining key-words that are appropriate to the data base and the subject matter. The user also enters certain command statements to enhance the results of the search and to control the generation of output. This document deals with the user interface to the interactive program SEARCH which searches the data bases. It is assumed that the reader can initiate a 1110 computer run from an interactive terminal and can execute a password check. (CH)

ED 119 695

IR 003 163

Simonson, Michael R.

Videoaped Commitment: Influence on Subsequent Student Attitude and Achievement.

Pub Date 30 Mar 76

Note—25p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 29 - April 2, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, *Achievement Rating, Attitudes, Changing Attitudes, *Cognitive Processes, College Students, Educational Research, Higher Education, *Student Attitudes, *Video Tape Recordings

Identifiers—AECT 76, *Cognitive Dissonance, Commitment Research

Cognitive dissonance theory assumptions were used in a formal program of attitude change. The objective was first to improve subject attitudes toward an instructional activity, then subject achievement in this instructional activity was measured to determine if achievement was influenced by subject attitudes toward instruction. Two hundred eighteen college students were randomly assigned to one of three treatment groups. Analysis of variance tests were used to evaluate experimental hypotheses. Results demonstrated that it was possible to improve, experimentally, subjects' attitudes toward the instructional activity in the short term and the long term by a camouflaged treatment requiring subjects to commit themselves on videotape. Achievement differences were not significant, but trends of scores supported the experimental hypotheses. (Author/CH)

ED 119 696

IR 003 164

McBeath, Ron J.

Toward a Definition of Resource Based Learning.

Pub Date Oct 75

Note—11p.; Paper presented at the International Council for Educational Media Annual Conference (Glasgow, Scotland, October 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiovisual Aids, *Educational Development, Independent Study, Instructional Design, *Instructional Improvement, Instructional Media, Instructional Systems, *Instructional Technology, Learning Theories, Models, Speeches, Student Participation, Teaching Methods

Identifiers—Resource Based Learning

The development of education parallels the growth patterns in technology and science. The three stages of growth in education are characterized by: (1) class teaching, (2) group teaching, and (3) independent study. Stage 1 is teacher-dominated. At stage 2 the instructor is more passive in the control of a group. Stage 3 is the most meaningful because there is student involvement in the learning process and feedback is provided to the instructor. A model such as this can contribute to a rationale for decision-making in education, showing that growth toward a technology of instruction requires a pattern of change and is not just a matter of changing a number of discrete and isolated factors. (Author/DS)

ED 119 697

IR 003 165

Public Law 94-192, 94th Congress, H. R. 6461. An Act to Amend Certain Provisions of the Communications Act of 1934 to Provide Long-term Financing for the Corporation for Public Broadcasting, and for Other Purposes.

Congress of the U.S., Washington, D.C.

Pub Date 31 Dec 75

Note—4p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Broadcast Industry, *Educational Radio, *Educational Television, *Federal Legislation, Financial Support, Grants, *Public Television

Identifiers—Corporation for Public Broadcasting, *Public Law 94 192

The Public Broadcasting Financing Act of 1975 gives specifications for the funding of non-commercial, educational broadcast stations. The conditions for allocation of grant funds to radio and television station are outlined with their limitations. The legislative history of the act is included. (DS)

ED 119 698

95

IR 003 166

The ERIC At Stanford Newsletter, 1968.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—NIE-C-74-0027

Note—28p.; Some pages may not reproduce clearly due to type size and quality of original documents

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bibliographies, Clearinghouses, *Educational Technology, Instructional Media, *Newsletters, Publications

Identifiers—*Educational Resources Information Center, ERIC

The first two ERIC at Stanford newsletters are followed by the first four numbers of "Now Available." The newsletters produced by the

142 Document Resumes

Educational Resources Information Center (ERIC) Clearinghouse on Educational Media and Technology contain announcements and short articles. "Now Available" also lists documents processed for "Research in Education" by the Clearinghouse. (CH)

ED 119 699 95 IR 003 167

The ERIC At Stanford Newsletter, 1969.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—NIE-C-74-0027

Note—40p.; Some pages may not reproduce clearly due to type size and quality of original document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Annotated Bibliographies, *Bibliographies, Clearinghouses, Data Bases, *Educational Technology, Instructional Media, *Newsletters, Television

Identifiers—*Educational Resources Information Center, ERIC

The issues from the year 1969 of "Now Available," the newsletter of the Educational Resources Information Center (ERIC) Clearinghouse on Educational Media and Technology, are bound together as one document. The newsletters contain announcements of the Clearinghouse's output published in "Research in Education." Author, title, sources, descriptors, microfiche and hardcopy prices, ED numbers, and (in the later issues) brief annotations are given for each document. There are also short articles and announcements of Clearinghouse, government, and educational association publications and activities. In addition, articles on such topics as ethnic studies, McLuhan and the media, and educational and commercial television are scattered through the issues. (LS)

ED 119 700 95 IR 003 168

The ERIC At Stanford Newsletter, 1970.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 70

Contract—NIE-C-74-0027

Note—54p.; Some parts of text may not reproduce clearly due to print size and quality

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Clearinghouses, *Educational Technology, Information Services, Instructional Technology, Media Technology, *Newsletters, Publications

Identifiers—Commission on Instructional Technology Report, Educational Resources Information Center, ERIC

This collection of six newsletters from the Educational Resources Information Center (ERIC) Clearinghouse on Educational Media and Technology reports activities and materials published by the clearinghouse during 1970. A departmentalized "current awareness" list of documents recently added to the national ERIC summarizes the "Commission on Instructional Technology Report." (DS)

ED 119 701 95 IR 003 169

The ERIC At Stanford Newsletter, 1971.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 71

Contract—NIE-C-74-0027

Note—18p.; Some parts of text may not reproduce clearly due to print size and quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Clearinghouses, Educational Technology, Information Services, Instructional Media, Media Technology, *Newsletters, Publications, Video Cassette Systems, *Video Equipment, Video Tape Recordings

Identifiers—Educational Resources Information Center, ERIC

Documents added to the national Educational Resources Information Center (ERIC) collection by the Clearinghouse on Educational Media and Technology are listed in this collection of three newsletters from 1971. Reports of the activities of the Clearinghouse are featured. Included is a special video issue with articles on utilization of

the video tape in high school and cassette playback units. (DS)

ED 119 702 95 IR 003 170

The ERIC At Stanford Newsletter, 1972.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Contract—NIE-C-74-0027

Note—34p.; Some part of text may not reproduce clearly due to print size and quality

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Clearinghouses, Conference Reports, *Educational Technology, *Instructional Media, Literature Reviews, Media Technology, *Newsletters, Technology

Identifiers—Educational Resources Information Center, ERIC

Compiled in this document are the March, April, May, August, and November 1972 editions of "Now Available," the newsletter of the Educational Resources Information Center (ERIC) Clearinghouse on Educational Media and Technology. The newsletter provides summaries of recently released documents dealing with communications, instructional media, educational media, and related fields. Conferences and symposia related to these topics are also reported. (EMH)

ED 119 703 95 IR 003 171

The ERIC At Stanford Newsletter, 1973.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—NIE-C-74-0027

Note—21p.; Some parts of text may not reproduce clearly due to print size and quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Clearinghouses, *Educational Technology, Instructional Media, *Newsletters, Publications

Identifiers—*Educational Resources Information Center, ERIC, Hawkrig (David G)

Two issues of "Now Available" are followed by one issue of "ERIC the Read." These newsletters, produced by the Educational Resources Information Center (ERIC) Clearinghouse on Educational Media and Technology during 1973, contain announcements and short articles. Clearinghouse publications, recent acquisitions, and new media hardware are described. A short interview with Dr. David G. Hawkrig, director of the Institute of Educational Technology at the Open University of Great Britain, is included. (NR)

ED 119 704 95 IR 003 172

The ERIC At Stanford Newsletter, 1974.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—NIE-C-74-0027

Note—16p.; Some parts of text may not reproduce clearly due to print size and quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Clearinghouses, Educational Research, *Educational Technology, Information Retrieval, Instructional Media, *Newsletters, Publications

Identifiers—*Educational Resources Information Center, ERIC

Compiled here are the April, July, and November 1974 issues of "Newsbriefs," the newsletter of the Educational Resources Information Center (ERIC) Clearinghouse on Information Resources. Information about the Clearinghouse and the ERIC system, announcements of new publications, and a list of computer search facilities are included. (PF)

ED 119 705 95 IR 003 173

The ERIC At Stanford Newsletter, 1975.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—NIE-C-74-0027

Note—14p.; Some part of text may not reproduce clearly due to print size and quality

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Clearinghouses, *Educational Technology, *Information Services, Media Technology, *Newsletters, Publications

Identifiers—Bicentennial, Educational Resources Information Center, ERIC

The Educational Resources Information Center (ERIC) Clearinghouse on Information Resources reports its activities, publications and newly-acquired materials in this collection of three newsletters from 1975. A guest article on instructional television funding in Ohio and a listing of Bicentennial materials are included. (DS)

ED 119 706 IR 003 174

Chisholm, Margaret E. Ely, Donald P.

Media Personnel in Education; a Competency Approach.

Pub Date 76

Note—378p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$12.95)

Document Not Available from EDRS

Descriptors—*Audiovisual Centers, Audiovisual Programs, Cataloging, Elementary Secondary Education, Evaluation, Futures (of Society), Information Retrieval, Information Utilization, Instruction, Instructional Materials Centers, *Job Analysis, Management, *Media Specialists, *Personnel, Personnel Management, Program Design, Public Relations, Research, School Libraries, Textbooks

Identifiers—*Competencies, Media Production

The initial chapters of this reference textbook deal with modern education, the philosophy and rationale of a media program, the role of the media professional, user needs, and explanations of functions and competencies. Ten major functions are identified: organization management, personnel management, design, information retrieval, logistics, production, instruction, evaluation, research, and utilization. Chapters devoted to each of the functions include a description of the function and related competencies, a list of resources for gaining the competencies, a mastery item, and the response to the mastery item. (The mastery item is a brief test by which an individual may assess his or her competency.) The functions are synthesized in the chapter on media utilization, and the book ends with some educational scenarios for the future. Evaluation forms and a list of media producers are appended. (LS)

ED 119 707 IR 003 175

Salton, Gerard

Dynamic Information and Library Processing.

Pub Date 75

Note—523p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$16.95)

Document Not Available from EDRS

Descriptors—Abstracting, Cataloging, Cost Effectiveness, Indexing, Information Processing, Information Retrieval, Information Science, Information Services, *Information Systems, *Libraries, Library Acquisition, *Library Automation, Library Science, Library Services, *Library Technical Processes, Systems Analysis

Identifiers—Dynamic Processing

This book provides an introduction to automated information services: collection, analysis, classification, storage, retrieval, transmission, and dissemination. An introductory chapter is followed by an overview of mechanized processes for acquisitions, cataloging, and circulation. Automatic indexing and abstracting methods are covered, followed by a description of educational storage and retrieval systems. Library system analysis and evaluation are introduced in terms of theoretical models as well as practical applications. The final chapters of the book cover storage organization, automatic document and query classification, language processing, and dynamic information processing. At the end of each chapter is a bibliography. (CH)

ED 119 708 IR 003 176

Voigt, Melvin J.

Advances in Librarianship; Vol. 5.

Pub Date 75

Note—375p.

Available from—Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 (\$25.00)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Communications, Educational Technology, *Information Science, Information Services, Information Systems, *Instructional Media, International Programs,

Library Cooperation, Library Education, Library Planning, *Library Science, Library Services, *Library Technical Processes, National Programs, Phonograph Records, Phonotape Recordings, Statistical Analysis, University Libraries

Identifiers—UNESCO

Major themes in library science for 1975 are discussed in depth in a collection of nine writings by ten prominent library figures from the United States, Spain, and France. The articles are titled: (1) international information systems; (2) national planning for library and information services; (3) statistics that describe libraries and library service; (4) coordination of technical services; (5) trends in library education—United States; (6) technologies of education and communication; (7) audiovisual services in libraries; (8) sound recordings; and (9) joint academic libraries. All articles have references and the book has author and subject indexes. (LS)

ED 119 709 IR 003 179

Peattie, Noel

The Living Z; A Guide to the Literature of the Counter-Culture, the Alternative Press, and Little Magazines.

Pub Date 74

Note—40p.

Available from—Tom Montag/Margins, 2912 North Hackett, Milwaukee, Wisconsin 53211 (\$2.00)

Document Not Available from EDRS

Descriptors—Culture, Feminism, Life Style, *Literature Guides, Minority Groups, Periodicals, Political Issues, *Publishing Industry
Identifiers—*Alternative Publishing, Counter Culture, Little Magazines, Small Presses

Sources for contemporary culture are gathered in this literature guide to the alternative press, the little magazines, and the counter culture scene. Each chapter contains a bibliographic essay and a checklist of the publications discussed. Five chapters cover directories; bibliographies, lists of publications, and indexes; periodicals about the publishing scene; histories and bibliographic essays; and books on how to publish, print, and finance publication. Another chapter covers specialty lists, with subject matter ranging from feminism and minorities to radicalism and alternative life styles. An index to publications and authors is included. (LS)

ED 119 710 IR 003 180

Media in Higher Education; The Critical Issues: Ideas, Analysis, Confrontation.

Pub Date 76

Note—111p.

Available from—Information Futures, 2217 College Station, Pullman, Washington 99163 (\$13.85)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Audiovisual Programs, *Conference Reports, Futures (of Society), *Higher Education, Information Services, Instructional Materials, Instructional Media, Library Automation, Library Services, Library Technical Processes, *Media Research, Media Specialties, *Media Technology

Identifiers—Critical Issues Conference 1976

Nine issues papers were presented at the February 1976 Critical Issues Conference, the goal of which was to expose and define issues critical to the media field in higher education. Topics included definition and management of media programs, the role of media in the future of higher education, library media programs and instructional technology, centralization v. decentralization, budgeting, and trends for future media use. (CH)

ED 119 711 IR 003 181

Rockman, Saul Auh, Taiksup

Summary of the Formative Evaluation Report of Self Incorporated Programs.

Agency for Instructional Television, Bloomington, Ind.

Pub Date 76

Note—17p.; For related documents see IR 003 025 and 182; This is an abridged version of IR 003 182

Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adolescents, Curriculum Evaluation, *Educational Television, Emotional Adjustment, *Formative Evaluation, Junior High

Schools, Junior High School Students, Program Evaluation, Programming (Broadcast), Student Attitudes, *Television Curriculum

Identifiers—*Self Incorporated Programs

Self Incorporated is a 15-program television/film series designed to stimulate classroom discussion of problems and issues of early adolescence. This document provides an overall summary of a formative evaluation project and summary results of the evaluations of each of eight programs in the series. (CH)

ED 119 712 IR 003 182

Rockman, Saul Auh, Taiksup

Formative Evaluation Report of Self Incorporated Programs.

Agency for Instructional Television, Bloomington, Ind.

Pub Date 76

Note—338p.; For related documents see IR 003 025 and 181

Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (\$5.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adolescents, Curriculum Evaluation, *Educational Television, Emotional Adjustment, *Formative Evaluation, Junior High Schools, Junior High School Students, Program Evaluation, Programming (Broadcast), Student Attitudes, *Television Curriculum

Identifiers—*Self Incorporated Programs

Self Incorporated is a 15-program television/film series designed to stimulate classroom discussion of critical issues and problems of early adolescence. Formative evaluation of Self Incorporated was conducted in two phases: pre-production evaluation and extensive field tests of eight of the tentatively completed programs. Separate evaluations for these eight programs were designed to provide information to production personnel for decisions regarding each program. Results of the field tests showed that the programs were effective with student audiences, and teachers indicated a desire to use more programs. That some of the more sensitive programs caused teacher discomfort suggested the need for special preparation of teachers before extensive use of the series. (CH)

ED 119 713 95 IR 003 184

Olivier, Lee, Ed. Holland, Stewart, Ed.

CVRP Patch Panel; The Newsletter of the California Video Resource Project. No. 8.

San Francisco Public Library, Calif. Video Task Force.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—21p.; Best copy available

Available from—CVRP Patch Panel, San Francisco Public Library, Civic Center, San Francisco, California 94102 (Annual rate \$20.00/institutions; \$10.00/individuals; \$5.00/students)

Journal Cit—CVRP Patch Panel; v1 n8 Jan/Feb 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annotated Bibliographies, Book Reviews, *Cable Television, Children, Conferences, Equipment Evaluation, Library Associations, Library Programs, *Library Services, Newsletters, Public Libraries, Statistical Data, *Television, Video Equipment, Video Tape Recordings

Identifiers—ALA Information Science and Automation Division, ALA Video and Cable Communications Section, American Library Association, *California Video Resource Project, Video Reviews

CVRP Patch Panel is the bi-monthly newsletter of the California Video Resource Project (CVRP) which has interests and activities in video and cable technologies in libraries. Its January/February 1976 issue headlines an article on the American Library Association's midwinter meeting in Chicago, with emphasis on the new Video and Cable Communications Section (VCCS) of the Information Science and Automation Division (ISAD). Other articles are concerned with the use of video equipment by children, still frames on videotape, videotape programs co-sponsored by the American Issues Forum and the San Francisco Public Library, and statistics on television and libraries. Other features are an annotated bibliography on cable television, equipment evaluations, reviews of new books about television, and reviews of videotape productions. (LS)

ED 119 714

IR 003 185

Chaniac, Regine

Neuf Experiences de Television Educative Dans le Monde; Etude Comparee. (Nine Models for Educational Television Based Upon International Experiments; and Implications for Creating Jobs).

Institut National de l'Audiovisuel, Quebec (Quebec).

Pub Date Oct 75

Note—306p.; In French

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—Comparative Analysis, Diffusion, Educational Coordination, *Educational Television, Feedback, *International Education, Labor Demands, *Models, Multimedia Instruction, Occupational Information, Programming (Broadcast), *Research Projects, Rural Education, Sex Stereotypes, Television Curriculum, Vocational Development, Vocational Education

Identifiers—Ivory Coast, Mostaganem, Open University, Radio Quebec, Sesame Street, Telekolleg, Tele Promotion Rurale, Tevec

The English language portion of this text describes the creation of nine models for the use of educational television. Six of the models relate the use of educational television to communities ranging in size from small villages to large cities. The other three models deal with the use of educational television in neighborhood centers, centers for senior citizens, and community schools. For each of the models, it was hoped that the use of television would help the community meet its needs for: (1) occupational education; (2) trained labor; (3) coordination of secondary and post-secondary education; and (4) the reduction of sex stereotyping. The majority of the document is in French. (EMH)

ED 119 715

IR 003 186

Video Program Catalogue, 1976/77.

Public Television Library, Washington, D.C.

Pub Date 76

Note—123p.

Available from—The Public Television Library, Video Program Service, 475 L'Enfant Plaza West, S.W., Washington, D.C. 20024

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Art, Athletics, *Catalogs, Childhood, Children, Current Events, Deaf, *Film Libraries, Films, Health, Instructional Media, Programming (Broadcast), Public Affairs Education, *Public Television, Science, Video Cassette Systems, *Video Tape Recordings

Identifiers—Captioned Media, Public Broadcasting Service, Sixteen Millimeter Films

More than 2000 individual television programs produced by the nation's public broadcasting stations are listed in this catalog. The programs are divided among more than 270 subject headings, and they represent the general interest areas of public affairs, current issues, art, health, science, instruction, sports, and childrens shows. Programs and series are listed alphabetically by subject and by title. All title listings carry detailed information about each program. Special sections are included which list programs available on 16mm film, programs for the deaf, and programs for children. Unlisted, recently aired programs are also available upon special request. Rental and purchase price information is included. (EMH)

ED 119 716

IR 003 187

Pandzik, Michael

A Layman's Guide to Audio-Visual Jargon.

Pub Date 76

Note—32p.; Some parts of text may not reproduce clearly due to quality of original document

Available from—Michael Pandzik, c/o The Multimedia Forum, 2450 Grand, Crown Center, Kansas City, Missouri 64141 (\$4.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Definitions, *Films, *Glossaries, *Lighting, Media Technology, *Slides, *Television, Television Lighting, Vocabulary

This glossary was developed to provide the layman with a working vocabulary in the areas of film, television, lighting, and sound/slide presentations. Definitions are given for both technical terms and jargon words. (EMH)

ED 119 717

IR 003 188

Catalog Number Eight of the R. I. Library Film Cooperative at Warwick Public Library.
Warwick Public Library, R.I.

144 Document Resumes

Pub Date 75

Note—58p.; Not available in H.C. due to type size

Available from—R. I. Library Film Cooperative, 600 Sandy Lane, Warwick, Rhode Island 02886 (\$1.25 postpaid)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Catalogs, College Libraries, Film Libraries, *Films, Library Cooperation, Public Libraries, Special Libraries

Identifiers—*Rhode Island Film Cooperative
This catalog lists all the 16mm films available in the collection of the Rhode Island Film Cooperative, a central film depository which loans films and media equipment to member libraries. Films are listed alphabetically by title, and each listing includes the name of the filmmaker, the length of the film, the intended audience level, and a brief synopsis of the contents. Each film is also listed according to subject. (EMH)

ED 119 718 IR 003 190

Educational Television and Educational Development in Tunisia.

National Association of Educational Broadcasters, Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date May 68

Note—111p.; Archival value

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Costs, *Developing Nations, Development, Developmental Programs, *Educational Development, *Educational Needs, *Educational Programs, Educational Technology, *Educational Television, Living Standards, Manpower Utilization, National Programs, Program Descriptions, Technical Assistance, Television Curriculum, Television Teachers

Identifiers—National Association of Educational Broadcasters, *Tunisia

The National Association of Educational Broadcasters attempted to determine how educational television and related technologies could strengthen the educational system of Tunisia. An overview of the Tunisian society is presented, followed by a brief history of the development of its educational system. The tremendous educational needs of the nation are delineated. A discussion of the ways in which television technology could be used to expand the capacity of the educational system concludes with formal recommendations for the future. Technical problems and costs are considered. The appendixes provide detailed information on the existing educational and television facilities of Tunisia. (EMH)

ED 119 719 IR 003 191

Caldwell, Kathryn S.

The Veterans Administration Experiments in Health Communications on the Applications Technology Satellite (ATS-6). Final Report.

Applied Communication Research, Stanford, Calif.; Foundation for Applied Communications Technology, Los Angeles, Calif.

Spons Agency—Veterans Administration, Washington, D.C.

Pub Date 76

Note—68p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Communication Satellites, Delivery Systems, *Educational Television, *Experimental Programs, Hospitals, *Medical Education, Medicine, *Program Evaluation, Regional Programs, Response Mode, Telecommunication, Video Equipment

Identifiers—*Appalachia, Applied Technology Satellite 6, ATS 6, National Aeronautics and Space Administration

Because many of the Veterans Administration hospitals in Appalachia are located great distances from medical teaching facilities, high powered communication satellites have been employed to facilitate quality two-way communication between medical personnel scattered throughout the region. To achieve diagnostic, therapeutic, and educational purposes, the National Aeronautics and Space Administration's (NASA) Applications Technology-6 satellite was field tested in five different modes: (1) video seminars; (2) teleconsultations; (3) grand rounds; (4) out-patient clinics; and (5) computer-mediated events. All five modes provided clear communication and significantly altered the climate of the ten hospitals involved in the experi-

ment. The video seminars were particularly well received. Details of the program evaluation are provided. (EMH)

ED 119 720 IR 003 192

Barwick, John H. Kranz, Stewart

Profiles in Video: Who's Using Television and How.

Note—187p.

Available from—Knowledge Industry Publications, Inc., 2 Corporate Park Drive, White Plains, New York 10604 (\$29.50)

Document Not Available from EDRS

Descriptors—Books, Business, *Case Studies, Facility Case Studies, Government (Administrative Body), Higher Education, Industry, Libraries, National Surveys, Religious Organizations, Schools, *Television, *Video Cassette Systems, *Video Equipment, *Video Tape Recordings

This book provides an overview of the use of private video communications between and among organizations. The text is divided into four sections: (1) business and industry; (2) government; (3) health care; and (4) educational, religious, and cultural organizations. Each section is introduced with an historical summary of the use of video technology in that sector, and it includes a number of case studies describing the use of video equipment in a variety of institutional settings. (EMH)

ED 119 721 IR 003 193

Nascimento, Vitoria

FSU Latin American Alumni Meeting Summary Evaluation Report.

Florida State Univ., Tallahassee. Center for Educational Technology.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Apr 75

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Conference Reports, Curriculum Evaluation, *Educational Programs, *Educational Technology, *Higher Education, Interagency Cooperation, International Education, *International Programs, Media Specialists, Participant Satisfaction, *Program Evaluation, Teacher Education, Teaching Programs

Identifiers—*Florida State Univ Center Educational Technology, Latin America

To assess the effectiveness of a training program designed to prepare educational technologists for work in Latin America, the Center for Educational Technology at Florida State University (FSU) called a conference of alumni currently employed in Latin America. In addition to evaluating the Center's program, the conference provided for an exchange of information about Latin American educational technology programs, research results, and possible cooperative ventures in the fields of training, research, and technology. This conference report includes a list of the participants accompanied by a list of their associated programs, a conference agenda, and details of the FSU program evaluation. (EMH)

ED 119 722 IR 003 194

Theroux, James M.

Instructional Radio Reconsidered; An International Perspective.

Pub Date 17 Nov 75

Note—17p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiences, Cost Effectiveness, *Educational Radio, *Elementary School Mathematics, *Instructional Media, *International Education, International Programs, Mathematics Instruction, Radio, State of the Art Reviews

Identifiers—NAEB 75, *Nicaragua

Though the use of educational radio has fallen from fashion, for three reasons it deserves reconsideration as a valuable educational tool: 1) it is economical, costing only a fraction of the required expense to deliver the same material via television; 2) the effectiveness of radio-based instruction has been shown to be equal to that of traditional lecture presentations and television broadcasts, and 3) radios are a pervasive possession in households around the world, making it

possible to reach an almost universal audience. Innovative programs using instructional radio have been initiated around the world. Of special interest is an elementary mathematics instruction program used in Nicaragua. Broadcast curriculum can be made more interesting to young audiences by introducing such formats as quiz shows and news broadcasts. (EMH)

ED 119 723 IR 003 195

16mm Film and Videotape Lectures and Demonstrations. 1976/1977 Catalog.

Massachusetts Inst. of Tech., Cambridge. Center for Advanced Engineering Study.

Pub Date 76

Note—101p.

Available from—Massachusetts Institute of Technology, Center for Advanced Engineering Study, Cambridge, Massachusetts 02139

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Artificial Intelligence, Calculus, *Catalogs, Chemistry, Computer Science, Economics, Electronics, Engineering, Experiments, Higher Education, *Instructional Films, Mathematics, Physics, Probability Theory, *Sciences, Statistics, Systems Analysis, Thermodynamics, *Video Tape Recordings

Identifiers—Massachusetts Institute of Technology

The Massachusetts Institute of Technology provides a catalog of 16mm filmed and videotaped lectures and demonstrations. Each listing includes title, short description, length of presentation, catalog number, purchase and rental prices, and indications as to whether the item is film or videotape and black-and-white or color. The catalog is divided into 17 categories: artificial intelligence; calculus; colloid and surface chemistry; computer languages; digital signal processing; economics; engineering economy; friction, wear, and lubrication; introduction to experimentation; mechanics of polymer processing; modern control theory; network analysis and design; nonlinear vibrations; probability; random processes; thermostatics and thermodynamics; and special programs. Ordering information and forms are included. (LS)

ED 119 724 IR 003 196

Williams, Martha E., Ed.

Cost Elements and Charge Bases in Information Centers: Proceedings of Panel Discussion.

Association of Scientific Information Dissemination Centers.

Pub Date 7 Mar 73

Note—27p.; Paper presented at the Annual Meeting of the Association of Scientific Information Dissemination Centers (Philadelphia, Pennsylvania, March 7, 1973)

Available from—ASIDIC Secretariat, P. O. Box 8105, Athens, Georgia 30601 (\$2.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Conference Reports, Costs, *Data Bases, *Fees, *Information Centers, Information Dissemination, Information Services, Questionnaires

At the March 7, 1973, Association of Scientific Dissemination of Information Centers meeting in Philadelphia, Pennsylvania, a panel discussion on cost elements and charge bases in information centers was held. The panel was composed of representatives of seven information centers which process machine-readable bibliographic data bases and provide selective dissemination of information and/or retrospective searches. In order to obtain comparable data and avoid differences in terminology, an advance questionnaire had been completed by the panelists. The questions centered around seven topics: selection of data bases, data base reformatting, system features, data base costs, profile costs, center costs and accounting, and charges and pricing. After each topic was introduced by the moderator the panelists presented their answers. (Author/LS)

ED 119 725 IR 003 197

Heim, Kathleen M.

The Role of Mechanized Services in the Provision of Information with Special Reference to the University Environment.

Pub Date 75

Note—57p.; Parts of text may be or marginal legibility due to quality of original

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Data Bases, Higher Education, Information Centers, *Information Needs, Information Retrieval, *Information Services, Infor-

mation Storage, Information Utilization, Librarians, Library Automation, Library Role, Literature Reviews, Resource Staff Role, Search Strategies, *Universities, University Libraries

Identifiers—National Science Foundation

The use, history, and role of machine-readable data base technology is discussed. First the development of data base technology is traced from its beginnings as a special resource for science and technology to its broader use in universities, with descriptions of some specific services. Next the current status of mechanized information services in academic settings is considered, along with the organization of such centers and the role of data bases in information dissemination. Differences between university and industrial information centers are discussed, and the operations of six university information services funded by the National Science Foundation are described. Finally, there is a review of the literature concerning the reference or information service librarian's role in the interface between user and data base. Special emphasis is placed on query formulation, question negotiation, and educating the user. A list of acronyms and a bibliography are included. (LS)

ED 119 726 IR 003 199

Duchesne, Rodrick M.

Canadian National Bibliographic Data Base Study: The Report.

National Library of Canada, Ottawa (Ontario). Research and Planning Branch.

Pub Date Mar 74

Note—94p.

Available from—R. M. Duchesne, Research and Planning Branch, National Library of Canada, 395 Wellington Street, Ottawa, Ontario K1A 0N4, Canada (Limited quantity).

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Bibliographic Citations, Cataloging, *Catalogs, Computers, *Data Bases, Data Processing, Information Processing, Information Retrieval, *Library Automation, *Library Cooperation, Library Networks, Library Planning, Library Technical Processes, National Libraries, *National Programs, On Line Systems

Identifiers—*Canada, Computer Software, Machine Readable Cataloging, MARC, National Library of Canada

This study shows strategies which can be used to plan and implement the Canadian National Library's bibliographic data base and the systems which it is to support. The data base would be a subset of a national bibliographic data base which can be brought together in the context of the projected Canadian Library and Information Retrieval Center. Requirements for computer hardware and software are analyzed, and a strategy is outlined for development of the bibliographic data base. (CH)

ED 119 727 IR 003 200

Herman, Elizabeth, Ed. Byrun, John, Ed.

Final Report of the Catalog Code Revision Committee Subcommittee on Rules for Cataloging Machine-Readable Data Files.

American Library Association, Chicago, Ill. Resources and Technical Services Div.

Pub Date Jan 76

Note—58p.; Prepared by the Catalog Code Revision Committee

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Bibliographic Citations, *Cataloging, *Data Bases, Data Processing, Information Storage, Information Systems, Library Automation, Library Standards

Identifiers—*Anglo American Cataloging Rules, Machine Readable Data Files

A committee on rules for cataloging machine readable data files (MRDF) recommends areas for revision of the Anglo American Cataloging Rules to integrate collections of MRDF into the mainstream of bibliographic control. The 12 working papers which support and detail these recommendations are appended to this report. They include rationales for documentation and control of MRDF and omission of descriptions of physical characteristics from catalog entries. Bibliographic descriptions, medium designation, main and added entries, title considerations, uniform titles, "edition" as an indicator, production and distribution, notes, and summaries are discussed as they pertain to cataloging. The size of file areas in terms of machine readable records

and other descriptions is addressed. One report details alternate rules for archival materials, exemplars, and other exceptional MRDF. A glossary of terms related to MRDF concludes the report. (CH)

ED 119 728 IR 003 201

Bennett, George E., Comp.

Appalachian Books and Media for Public and College Libraries.

West Virginia Univ., Morgantown. Univ. Library. Pub Date 75

Note—85p.

Available from—West Virginia University Library, Morgantown, West Virginia 26506 (\$3.00)

Document Not Available from EDRS

Descriptors—American Studies, *Annotated Bibliographies, Films, Folk Culture, Natural Resources, Phonograph Records, Rural Areas, Rural Environment, United States History, University Libraries, Video Tape Recordings

Identifiers—*Appalachia, West Virginia University

West Virginia University has compiled an annotated bibliography of the University's collection on Appalachia. The first section is devoted to in-print books, and the second lists media. Books are listed alphabetically by author within the following subject areas: (1) history, politics, and economy; (2) social structure and conditions; (3) coal, mines, and mining; (4) religion; (5) picture books; (6) recreation and travel; (7) nature lore; (8) folklore and music; and (9) belles arts. Each listing includes title, author, publisher, purchase price and a brief description of the contents. Films, video tapes, phonograph recordings, and periodicals are listed in separate sections and are complete with annotation and purchase price. (EMH)

ED 119 729 IR 003 203

Cumulated UDC Supplement, 1965-1975. Volume I: Auxiliaries + Classes 0/3. Auxiliary Tables (0 Generalities, 1 Philosophy - Psychology, 2 Religion - Theology, 3 Social Sciences).

International Federation for Documentation, The Hague (Netherlands). Committee on Classification Research.

Report No.—FID-543; ISBN-92-66-10543-0

Pub Date Jan 76

Note—125p.; For related documents see IR 003 204-207

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (50. Dutch guilders)

Document Not Available from EDRS

Descriptors—Cataloging, *Classification, Documentation, International Programs, *Philosophy, *Psychology, *Religion, *Social Sciences, Taxonomy

Identifiers—UDC, *Universal Decimal Classification

In continuation of the "Cumulated UDC Supplement - 1964" published by the International Federation for Documentation, this document provides a cumulative supplement of the Universal Decimal Classification for 1965-1975. The first volume of a five volume series includes auxiliary tables and lists all the new classification subdivisions added to the system in the following subject areas: (1) generalities; (2) philosophy and psychology; (3) religion and theology; and (4) social sciences. Listings are given in French, German, and English. (EMH)

ED 119 730 IR 003 204

Cumulated UDC Supplement, 1965-1975. Volume II: Class 5 (5 Mathematics and Natural Sciences).

International Federation for Documentation, The Hague (Netherlands). Committee on Classification Research.

Report No.—FID-543; ISBN-92-66-20543-5

Pub Date Jan 76

Note—216p.; For related documents see IR 003 203-207

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (50. Dutch guilders)

Document Not Available from EDRS

Descriptors—Cataloging, *Classification, Documentation, International Programs, *Mathematics, *Natural Sciences, Taxonomy

Identifiers—UDC, *Universal Decimal Classification

In continuation of the "Cumulated UDC Supplement - 1964" published by the International

Federation for Documentation, this document provides a cumulative supplement to the Universal Decimal Classification for 1965-1975. The second of a five volume series lists new classification subdivisions added to the system in the areas of mathematics and natural sciences. Listings are given in French, German, and English. (EMH)

ED 119 731 IR 003 205

Cumulated UDC Supplement, 1965-1975. Volume III: Classes 6/62 (61 Medical Sciences, 62 Engineering and Technology Generally, 621 Mechanical and Electrical Engineering, 622 Mining, 623 Military and Naval Engineering, 624 Civil and Structural Engineering, 625 Railway and Highway Engineering, 626/627 Hydraulic Engineering Works, 628 Public Health Engineering, 629 Transport (Vehicle Engineering)).

International Federation for Documentation, The Hague (Netherlands). Committee on Classification Research.

Report No.—FID-543; ISBN-92-66-30543-x

Pub Date Jan 76

Note—331p.; For related documents see IR 003 203-207

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (50. Dutch guilders)

Document Not Available from EDRS

Descriptors—Aerospace Technology, Cataloging, Civil Engineering, *Classification, Documentation, *Engineering, Engineering Technology, International Programs, *Medicine, Military Science, Public Health, Taxonomy, Transportation

Identifiers—UDC, *Universal Decimal Classification

In continuation of the "Cumulated UDC Supplement - 1964" published by the International Federation for Documentation, this document provides a cumulative supplement to the Universal Decimal Classification for 1965-1975. This third of five volumes lists new classification subdivisions in the following subject areas: (1) medical sciences; (2) engineering and technology generally; (3) mechanical and electrical engineering; (4) mining; (5) military and naval engineering; (6) civil and structural engineering; (7) railway and highway engineering; (8) hydraulic engineering works; (9) public health engineering; and (10) transport engineering. Listings are given in French, German, and English. (EMH)

ED 119 732 IR 003 206

Cumulated UDC Supplement, 1965-1975. Volume IV: Classes 63/676 (63 Agriculture, Forestry and Fisheries, 64 Household and Domestic Economy, 65 Management, Communications, 66 Chemical Technology, 67/676 Various Industries: Leather, Pulp and Paper, Textiles, etc.).

International Federation for Documentation, The Hague (Netherlands). Committee on Classification Research.

Report No.—FID-543; ISBN-92-66-40543-4

Pub Date Jan 76

Note—442p.; For related documents see IR 003 203-207

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (50. Dutch guilders)

Document Not Available from EDRS

Descriptors—*Agriculture, Business, Cataloging, Chemistry, *Classification, Communications, *Consumer Science, Documentation, Fisheries, Forestry, Home Economics, *Industry, International Programs, *Management, Taxonomy

Identifiers—UDC, *Universal Decimal Classification

In continuation of the "Cumulated UDC Supplement - 1964" published by the International Federation for Documentation, this document provides a cumulative supplement to the Universal Decimal Classification for 1965-1975. This fourth of a five volume series lists new classification subdivisions added to the system in the following subject areas: (1) agriculture, forestry, and fisheries; (2) household and domestic economy; (3) management and communications; (4) chemical technology; and (5) various industries. Listings are given in French, German, and English. (EMH)

ED 119 733 IR 003 207

Cumulated UDC Supplement, 1965-1975. Volume V: Classes 677/9 (677/68 Various Industries and Crafts; Rubber and Plastics, Precision

Mechanism Including Automatic Data Processing, Automatic Control Engineering, 69 Building, 7 Arts, Architecture, Sport, 8 Languages, Linguistics, Literature, 9 Geography, Biography, History).

International Federation for Documentation, The Hague (Netherlands). Committee on Classification Research.

Report No.—FID-543; ISBN-92-66-50543-9

Pub Date Jan 76

Note—548p.; For related documents see IR 003 203-206

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (50. Dutch guilders)

Document Not Available from EDRS

Descriptors—Architecture, Athletics, Biographies, Building Trades, Cataloging, *Classification, Construction Industry, Documentation, *Fine Arts, Geography, *History, *Industry, International Programs, Languages, Linguistics, *Literature, Taxonomy

Identifiers—UDC, *Universal Decimal Classification

In continuation of the "Cumulated UDC Supplement - 1964" published by the International Federation for Documentation, this document provides a cumulative supplement to the Universal Decimal Classification for 1965-1975. This fifth volume of a five volume series lists new classification subdivisions in the following subject areas: (1) various industries; (2) building; (3) arts, architecture, and sports; (4) languages, linguistics, and literature; and (5) geography, biography, and history. Listings are given in French, German, and English. (EMH)

ED 119 734

IR 003 208

Sullivan, Joseph E., Ed. And Others

DOTSYS III: A Portable Program for Braille Translation, Rev. 1.

Mitre Corp., Bedford, Mass.

Spons Agency—Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Report No.—MTR-2119

Pub Date 2 Oct 75

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Braille, *Computer Programs, *Machine Translation, Program Descriptions, Programming, Programming Languages

Identifiers—Computer Translation, DOTSYS III

DOTSYS III is a COBOL program for the translation of English text into standard English Braille, also known as grade 2 Braille. Text in foreign languages or English may be transliterated as grade 1 Braille or "computer" Braille. The program's method of operation together with instructions on using the program, modifying or extending the translation heuristics, and transferring the program to a new computer environment are presented. General understanding of computer programming and Braille translation would be helpful, but no special knowledge in these areas is presupposed. (Author/CH)

ED 119 735

IR 003 209

Lahey, George F. And Others

Use of an Interactive General-Purpose Computer Terminal to Simulate Training Equipment Operation.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-76-19

Pub Date Nov 75

Note—32p.; Technical Report, January 1974.

June 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Computer Assisted Instruction, Computer Graphics, Conventional Instruction, Educational Research, Electronic Technicians, *Engineering Education, Individualized Instruction, Military Training, Post Secondary Education, *Simulation, Student Attitudes, Technical Education

Identifiers—Navy, PLATO IV

Trainees from Navy Basic Electricity/Electronics School were assigned to receive either computer-assisted instruction (CAI) or conventional individualized instruction in a segment of a course requiring use of a multimeter to measure resistance and current flow. The (CAI) group used PLATO IV plasma-screen terminals; individualized instruction lessons utilized the actual multimeters. CAI trainees required a longer training period, but there was no significant difference

in performance between CAI and individualized instruction on student performance. The CAI students studied more and had a positive attitude about their training. It was determined that dynamic simulations of equipment on an interactive computer terminal offer a feasible alternative to special training equipment. (CH)

ED 119 736

IR 003 210

Robison, W. Neal

A Study of Telecommunications in Indiana Independent Higher Education.

Associated Colleges of Indiana, Indianapolis; Independent Colleges and Universities of Indiana, Green Castle; Indiana Higher Education Telecommunication System, Indianapolis.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Mar 75

Note—169p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Cable Television, Communications, Computers, Data Bases, Data Collection, Educational Planning, Educational Radio, Educational Technology, Educational Television, *Facility Case Studies, *Higher Education, Information Networks, Information Systems, Mass Media, Media Technology, Networks, Program Coordination, *State Surveys, *Statewide Planning, *Telecommunication, Telephone Communication Systems

Identifiers—Communications Networks, Independent Higher Education, Indiana Higher Education Telecommunication System

Telecommunications facilities, programing, plans, and communication needs of the independent institutions of higher education in Indiana were surveyed. Data were collected from questionnaires, on-site visits, and workshop discussions to evaluate telecommunication facilities. Recommendations were developed which outline steps to be taken to enable independent higher education institutions to participate in the Indiana Higher Education Telecommunication System (IHETS) and other measures which could facilitate sharing of telecommunication resources among institutions of higher education in Indiana. The proposal for this project, forms used in data collection, the data, and supplements to the recommendations are appended. (CH)

ED 119 737

IR 003 211

Brown, James W., Ed.

Educational Media Yearbook 1975-1976.

Report No.—ISBN-0-8352-0834-6; LC-73-4891

Pub Date 28 Nov 75

Note—559p.

Available from—R. R. Bowker Company, P.O. Box 1807, Ann Arbor, Michigan 48106 (\$21.95)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Business Administration, Clearinghouses, Communication Satellites, Conferences, Directories, Doctoral Programs, Educational Innovation, Educational Research, *Educational Technology, Educational Television, Information Networks, Information Systems, *Instructional Media, *Instructional Technology, Media Research, Media Specialists, Media Technology, Multimedia Instruction, Organizations (Groups), Professional Personnel, Reference Books, *Telecommunication, Television Research, Yearbooks

Intended for use by media specialists at all levels, this volume joins two preceding editions in reviewing the current status of educational media, instructional technology, librarianship, information science, and telecommunication. First is a collection of essays which address the following topics: 1) perspectives on educational media; 2) major organizations in the field; 3) new developments; 4) media personnel; 5) research and development; 6) sales and business; and 7) international developments. The remainder of the text consists of extensive directories to organizations, granting agencies, information clearinghouses, doctoral programs, and publications that relate to educational media. (EMH)

ED 119 738

IR 003 215

Turpin, James D.

A Model for Improving School Media Centers.

Pub Date 9 Feb 76

Note—351p.; Ed.D. Practicum, Nova University; Some portions of Appendixes may not reproduce due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Audiovisual Centers, *Change Strategies, Data Collection, Doctoral Theses, Educational Innovation, Educational Research, Elementary Secondary Education, *Evaluation Methods, Facility Improvement, *Instructional Materials Centers, Library Standards, Media Specialists, *Models, Program Evaluation, Program Improvement, Research Design, Research Methodology, School Libraries, Tables (Data) Identifiers—Georgia (DeKalb County)

A model to encourage and facilitate change in school media programs was developed and field tested. The model was intended to provide assessment measures of media centers, planning strategies, and methods for implementing change. The model considered personnel, physical plant, collections, and operations. In 1975, the model was field tested in eleven elementary schools and six high school. Follow-up questionnaires and site visits suggested that the model was instrumental in creating changes in the school media centers. The text is a detailed collection of documents which trace the planning, execution, and results of the project. (EMH)

ED 119 739

IR 003 218

Ebbin, Arthur

Access to N.Y.S. Publications: Summary of a Questionnaire Survey.

Pub Date 20 Jun 75

Note—14p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Depository Libraries, *Government Publications, Library Acquisition, Library Collections, *Library Surveys, Library Technical Processes, State Government, *Use Studies Identifiers—*New York

Librarians at 17 New York public and academic libraries designated as depositories for New York State publications were surveyed to obtain information on such depository practices as acquisition, shelf arrangement, bibliographical access, and processing time. Information was sought on estimated document use and value, and various aspects of the state depository system were evaluated. Results are summarized in 13 tables. The survey questionnaire is included. (Author/NR)

ED 119 740

IR 003 220

Play and Learn with Toys: A Bibliography of Toys that "Teach Institutionalized Children".

Redfield State Hospital, S. Dak.; South Dakota State Library, Pierre.

Spons Agency—North Dakota State Library Commission, Bismarck.

Pub Date Apr 76

Note—28p.

Journal Cit—North Dakota Library Notes; v7 n4 Apr 76

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, *Educational Games, Games, *Institutionalized Persons, Institution Libraries, Library Materials, Library Services, Mentally Handicapped, Resource Guides, *Retarded Children, Special Education, *Toys

An annotated bibliography describes toys and games appropriate for a library serving the mentally retarded. Materials cited are entered under communication skills, concepts, life skills, motor skills, and sensory skills. A listing of publishers' and manufacturers' addresses is included. (NR)

ED 119 741

IR 003 222

Freeman, Patricia

Index to Research in School Librarianship, 1960-1974.

Pub Date 76

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bibliographies, Doctoral Theses, Federal Programs, Instructional Materials Centers, Librarians, Library Administration, Library Collections, Library Education, Library Facilities, *Library Research, Library Services, Library Standards, Library Surveys, Masters Theses, Media Specialists, Regional Libraries, *School Libraries, Staff Role

Intended as a guide to the research, this bibliography identifies studies in the field of school librarianship published between 1960 and 1974. Studies on the schools, on the library field, and on educational media are included only when the school library/media center is identified as a major object of the research. The material is organized by topics such as: national statistics, staff, facilities, resources, and service. No annotations

are given, but references to abstracts available in Dissertation Abstracts or Resources in Education are included. There are an author index and a subject and methodology index. (Author/PF)

ED 119 742 IR 003 239
Gore, Daniel, Ed.

Farewell to Alexandria: Solutions to Space, Growth, and Performance Problems of Libraries.

Report No.—ISBN-0-8371-8587-4; LC-75-35345
Pub Date 30 Jun 76
Note—184p.

Available from—Greenwood Press, 51 Riverside Avenue, Westport, Connecticut 06880 (\$12.50)

Document Not Available from EDRS

Descriptors—Change Strategies, Citation Indexes, College Libraries, Conference Reports, *Growth Patterns, *Library Collections, Library Expenditures, *Library Facilities, Library Services, Public Libraries, *Research Libraries, Statistical Analysis, University Libraries
Identifiers—Weeding (Libraries)

All of the contributions in this volume, except the last, were presented at a conference sponsored by the Associated Colleges of the Midwest, held in Chicago, April 17-18, 1975. Entitled "Touching Bottom in the Bottomless Pit," the conference was intended to open a national debate on space, growth, and performance problems of libraries-academic libraries in particular, but other types as well. The major issue discussed was, "Can library growth be curbed or halted without detriment to the central mission of librarians, namely the provision of books to readers." Speakers outlined trends in the financing and planning of libraries, methods for analyzing library collections, and strategies for limiting growth. The panel discussion that ended the program is transcribed, and the editor's strategy for limiting library growth is presented in a final essay. (Author/PF)

ED 119 743 95 IR 003 250
Yarborough, Judith D.

Access to Nonprint Media: What Is and What May Be.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Mar 76

Contract—NIE-C-74-0027

Note—14p.; Paper presented at the Association for Communications and Technology Annual Meeting (Anaheim, California, March 31, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Audiovisual Aids, Audiovisual Centers, Cataloging, *Information Networks, Instructional Materials Centers, Instructional Media, *National Programs, School Libraries, Speeches

Identifiers—AECT 76, Machine Readable Cataloging, MARC, National Information Center for Educational Media, National Instructional Materials Information Syst

The increasing number of nonprint holdings in libraries and media centers throughout the country emphasizes the need for a network approach to the control of nonprint media. Programs such as the Library of Congress' MARC (Machine Readable Cataloging) have provided a common machine readable record of book and monographic holdings, resulting in a number of resource sharing networks among libraries. A similar standardized record to nonprint media should be developed and used. Programs such as the University of Southern California's National Information Center for Educational Media (NICEM) indexes and the National Center for Educational Media and Materials for the Handicapped's NIMIS (National Institutional Materials Information System) have started to develop the standardized data necessary to a network. Library media professionals should make themselves aware of the standards and techniques used in networking and should become familiar with computer technology so that when a nonprint media network is developed and implemented school libraries and media centers will be able to make use of the advantages of the network. (JY)

JC

ED 119 744 JC 760 130

Hudson, J. T. R. Kennedy, G. F.

Investigation of the Agricultural Vocational Education Requirements of the Fraser Valley College District.

Fraser Valley Coll., Chilliwack (British Columbia).

Pub Date Oct 75

Note—117p.; Maps and associated transparent overlays have been altered to enhance reproducibility

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Agricultural Education, *Agricultural Laborers, American Indians, Community Influence, *Farm Occupations, Junior Colleges, Manpower Needs, *Program Planning, *Work Experience Programs

Identifiers—British Columbia (Chilliwack), Fraser Valley College

This report covers a study carried out to examine and catalogue the agriculture industry in terms of size, structure, and future growth patterns in the Fraser Valley College District, and, to some extent, the rest of British Columbia; to provide methodology to facilitate the updating of this information; to examine the agricultural vocational education requirements of the district; and to prepare recommendations on the role of the college in regard to agricultural vocational education. The detailed statistics developed on the agricultural industry are tabulated, and pictorial overlays and maps are used to present overviews of this information. A method of updating and testing program requirements in agricultural vocational educational programs is outlined. Recommendations include: that Fraser become the center for agricultural vocational education programs in the province; that courses be modular and primarily designed to train persons for farm labor positions; that "on the farm training" be an important part of the courses, using local farmers' facilities; that the college employ a full-time agricultural vocational education coordinator; that an advisory committee be established to provide community input; and that programs for Native Indians be part of the college's overall program. (Author/NHM)

ED 119 745 JC 760 131

Education Needs of Native Indians: A Consultancy Report to Fraser Valley College from Coqualeetza Education Training Centre.

Coqualeetza Education Training Centre, Sardis (British Columbia).

Spons Agency—Fraser Valley Coll., Chilliwack (British Columbia).

Pub Date Sep 75

Note—119p.; Some pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*American Culture, *American Indians, Community Characteristics, Community Colleges, Community Services, *Educational Needs, *Junior Colleges, Program Planning, School Community Cooperation, *School Community Relationship, Student Interests

Identifiers—British Columbia (Chilliwack), Stalo Indians

This document reports the results of an investigation of the educational needs and interests of the Native American population in the Fraser Valley College service area. It includes a profile of the attitudes and values of Native Americans, a demographic overview of the local Stalo bands, a discussion of the educational and psychosociological needs of Native Americans, an assessment of community interests and needs, and a description of possible strategies for implementing educational programs. The following recommendations are made: (1) an inservice training course in contemporary Indian life should be provided for all college staff; (2) professional development credits should be given for staff involvement in community activities; (3) the college should sponsor activities to bring the staff and community together in formal and informal settings; (4) a student orientation course in basic skills should be developed for Indians and non-Indians; (5) the college should place more emphasis on Indian culture by displaying Indian art work and by making current Indian periodicals available to students; and (6) regular meetings

should be scheduled between college counselors and those working on the reserves as social workers. Basic information about the local reserves, the Chilliwack Area Indian council, and the Coqualeetza Educational Training Centre is appended. (DC)

ED 119 746 JC 760 137

Faculty and Staff Information.

Kentucky Univ., Lexington. Community Coll. System.

Pub Date Aug 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Administrative Organization, *College Faculty, Community Colleges, *Employment Practices, Fringe Benefits, Instructional Staff, *Junior Colleges, School Policy, *State Standards

Identifiers—*University of Kentucky Community College System

This booklet is intended to acquaint faculty and staff members with general information about the University of Kentucky community College System, and to explain some of its policies affecting them. The booklet is organized into five sections. Section I contains general information about the system, gives its history, purpose, and a map of the locations of the 13 campuses. Section II discusses the organizational structure of the system, including the administrative hierarchy, and various assemblies and divisions. Section III gives rules and regulations in such areas as equal opportunity, advanced work, term of appointment, faculty load, academic ranks, promotion, tenure, performance review, appeals, nepotism, leaves of absence, vacation, sick leave, and office hours. Section IV gives specific information as to paydays, deductions, official travel, admission to athletic contests, identification cards, absences in special circumstances, and political candidacy. Section V lists benefits, including life and health insurance, workman's compensation, unemployment compensation, retirement programs, official university holidays, and maternity leave. This booklet could be of use as a model for policy makers at other institutions. (NHM)

ED 119 747 JC 760 138

Position Paper on Cooperative Education.

Kentucky Univ., Lexington. Community Coll. System.

Pub Date Nov 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, *Cooperative Education, Cooperative Programs, Educational Objectives, *Junior Colleges, *Program Administration, Program Evaluation, Program Planning, *School Policy, *Work Experience Programs

Identifiers—Kentucky

The primary objective of cooperative education is to provide students with planned and evaluated work experiences which will enhance the integration of theory learned in the classroom. Secondary objectives include learning how to work, selecting appropriate career goals, and broadening and deepening humanistic learning. This position paper describes recommended planning, development, implementation, and evaluation procedures for cooperative education programs. Among the planning procedures described are surveying for market suitability, identifying the service area and amount of student interest, and determining sources of financial support. Two organizational patterns for program administration are described, and the roles of the coordinator, the instructor, the division chairman, the employer, the student, and the advisory committee are outlined. Procedural recommendations for the evaluation of students, the work station, and the program are made. Finally, specific suggestions for program operation in the areas of credit, grades, student load, student qualifications, levels of experience, and record keeping are provided. (NHM)

ED 119 748 JC 760 139

Greenberg, Robert M. Tully, Richard B.

Educational Plans and Career Choices of Associate Degree Recipients in Indiana. Indiana College-Level Manpower Study, Report Number 4.

Indiana State Commission for Higher Education, Indianapolis.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Dec 75

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Academic Aspiration, *Associate Degrees, Career Choice, College Majors, Junior Colleges, Manpower Development, *Occupational Aspiration, *Post Secondary Education, State Surveys, Student Attitudes, *Student Characteristics

Identifiers—*Indiana

In the spring of 1975, a manpower survey was conducted to determine the educational, occupational, and career plans of college students in Indiana who were about to complete the requirements for an associate degree. Fifty percent (1,467) of the expected associate degree recipients from public institutions, and all 623 of the expected recipients from independent institutions received the survey instrument. Overall, there was a 47 percent response rate (919). In addition to information elicited on student characteristics and backgrounds, the findings were these: The most commonly chosen major area of study was health service and paramedical technology. Only 31 percent of the respondents expected that the associate degree was the highest degree they would complete. Approximately two-thirds of the respondents indicated general fields of study they hoped to pursue in the future, the most popular being health related programs. Sixty-one percent expected to be employed in career jobs in the fall following their graduations, and 79 percent expected that their long-term careers would be related to their major fields of study. Data are organized into 36 tables, and the survey instrument is appended. (Author/NHM)

ED 119 749

JC 760 140

Opportunities in Iowa's Area Schools; A Decade of Progress, 1975-76.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date [75]

Note—115p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Adult Education, *Area Vocational Schools, Community Colleges, Educational Finance, Educational History, Educational Legislation, Enrollment, *Junior Colleges, *Program Descriptions, *School Statistics, Transfer Programs, Vocational Education

Identifiers—*Iowa

This booklet compiles information on Iowa's statewide system of postsecondary area schools. A history of the junior college movement in Iowa and the formation of the area schools is provided, including statistical data covering the 10-year period 1966-1975. There are currently 15 area schools operating in Iowa. The merged areas of the schools include all counties in the state. The schools offer a wide range of programs, including: part-time adult education, vocational education, college parallel programs, agricultural production, community services, remedial programs, and special programs for high school students, the handicapped, and the institutionalized. Fall 1975 enrollment totalled 32,792, compared to 12,419 in fall 1966. Descriptions of each of the 15 schools are provided, covering statistical information, admissions, financial aid, costs, and programs. Also provided are detailed descriptions of each of the types of programs offered. A fiscal summary is included which covers the period 1967 to 1975, followed by a list of major legislation affecting the area schools. Much of the enrollment and financial data is tabulated throughout the document, and a map of Iowa showing the jurisdiction of each of the area schools is provided. (NHM)

ED 119 750

JC 760 141

Brawley, Edward Allan Schindler, Ruben Community and Social Service Education in the Community College: Issues and Characteristics. Council on Social Work Education, New York, N.Y.

Pub Date 72

Note—70p.; Footnotes may not reproduce clearly due to small type size
Available from—Council on Social Work Education, 345 East 46 Street, New York, New York 10017 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Articulation (Program), Community Colleges, *Community Service Programs, Curriculum Development, Field Experience Programs, *Junior Colleges, Program Development, Public Service Occupations, Service Edu-

cation, *Service Occupations, Social Services, *Social Work, Student Characteristics, *Sub-professionals

Identifiers—*Community Services Technicians

A growing number of associate degree programs prepare students for community and social service technician roles. This monograph contains information about community and social service students, faculty, and programs. The first section reports on a workshop attended by educators and administrators representative of a broad range of such programs. It includes an extensive discussion of the issues involved, and an exploration of means of dealing with the problems of program implementation. Specific issues discussed include: the role of the Council on Social Work Education; curriculum; students; articulation with four-year colleges; and job development. The second section presents the findings of a national survey of associate degree programs in the community and social services. The total sample was 144 colleges. It was found that almost 8,000 students are currently majoring in community and social service programs. Of these, 75 percent are female, and 65.8 percent are white. Eighty-seven percent of the schools reported that they offered the programs in order to prepare students for employment, and 85 percent of the programs have a required field experience. Thirty percent of the coordinators of such programs have degrees in social work. Survey results are tabulated and appended. (Author/NHM)

ED 119 751

JC 760 143

York, Ella Mae

The Customized English Kit.

Arizona Western Coll., Yuma.

Pub Date 5 Jun 75

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, Course Content, *Course Descriptions, Curriculum Guides, English (Second Language), English Curriculum, *English Education, English Instruction, *Junior Colleges, Reading Instruction, *Schedule Modules

Identifiers—Arizona Western College

The courses in the English department at Arizona Western College are organized into one-credit modules and three-credit courses. For the associate degree, each student must take six credits of English; i.e., six modules or two three-credit courses. Those students who decide to take modules usually take three modules each semester, but they may arrange their schedules differently if they wish. Each module consists of 12 one-hour class meetings plus student-instructor conferences. Modular courses presently include reading, English as a second language, and freshman composition. Three-credit courses include freshman composition, advanced composition, and literature. This report, designed as a guide for Arizona Western students, provides course descriptions of every English course or module currently being offered by the college, including not only the catalog description, but also descriptions of sections taught by different instructors. Course and module prerequisites, transfer possibilities, and attendance and grading policies are also described. (DC)

ED 119 752

JC 760 144

Knoell, Dorothy And Others

Through the Open Door: A Study of Patterns of Enrollment and Performance in California's Community Colleges. Report 76-1.

California State Postsecondary Education Commission, Sacramento.

Report No.—Commission Report 76-1

Pub Date Feb 76

Note—82p.; For related documents see ED 086 286 and 287

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Academic Achievement, *Attendance Patterns, Community Colleges, Dropouts, Educational Objectives, Followup Studies, Grades (Scholastic), *Junior Colleges, *Longitudinal Studies, *Persistence, School Holding Power, Student Characteristics, Student Enrollment, Transfer Students

Identifiers—*California

This report summarizes a longitudinal study of 32,245 students enrolled for credit and new to 32 California community colleges during the fall quarter of 1972. Patterns of enrollment for six semesters are analyzed by a number of criteria: age at the time of community college entrance,

sex, part-time versus full-time status, and freshman versus transfer admission. At the end of six semesters, 32 percent of the sample had persisted two or more continuous semesters, 6 percent were still enrolled, 8 percent had graduated, 19 percent had enrolled for more than one term but did not persist in continuous attendance, and 35 percent had enrolled for only the first term during the 3-year period studied. A followup study of a sample of the students who had been enrolled for only one term is reported, and the cumulative records of grades earned by students are analyzed. A section of findings about the extent to which the California community college system is fulfilling its purposes and achieving its objectives is included, and a number of recommendations concerning community college function, student accounting, grading, reporting and analysis of student data, faculty development, and policymaking are made. Data are organized into 19 tables, and a list of participating institutions is appended. (NHM)

ED 119 753

JC 760 145

Durham, J. A.

A Comparison on Race/Ethnic Categories by Hours of Enrollment and Course Completions for Fall Semester 1975.

Okaloosa-Walton Junior Coll., Niceville, Fla.

Pub Date 13 Feb 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Academic Failure, Dropout Rate, *Junior Colleges, *Minority Groups, *Negro Students, *Racial Differences, Student Enrollment, Withdrawal

Identifiers—Okaloosa Walton Junior College

This study was designed to test the hypothesis that there is no significant difference between the academic achievement of black students and students of other races at Okaloosa-Walton Junior College (OWJC) in terms of (1) hours of enrollment, (2) course withdrawals, (3) course failures, and (4) overall course completions. The subjects of this study consisted of all credit and noncredit students enrolled at OWJC during fall 1975 who had not been admitted exclusively for enrichment (avocational) courses or for "other personal reasons" (teacher certification or other reasons not related to a specific catalog program or activity). The fall 1975 nonvocational enrollment was 4,014 students—88.7 percent were white, 7.6 percent were black, and 3.7 percent were other minorities. No significant differences were found between black students and other students in terms of hours of enrollment and rate of withdrawal. However, blacks were found to have a significantly higher failure rate (17.3 percent, as compared to 7.6 percent for white students and 8.3 percent for others) and a significantly lower record of course completions (62.5 percent, as compared to 78.1 percent for white students and 79.8 percent for others). Recommendations to solve this problem are made. (DC)

ED 119 754

JC 760 146

Steele, Robert D.

The Human Services Technician.

Kellogg Community Coll., Battle Creek, Mich.

Pub Date Dec 75

Note—59p.; A study prepared for the approval of the Board of Trustees, Kellogg Community College

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Colleges, Curriculum Design, Employment Opportunities, *Human Services, *Junior Colleges, *Manpower Needs, Needs Assessment, *Paraprofessional Personnel, Program Descriptions, Program Development, Subprofessionals, Vocational Education

Identifiers—Kellogg Community College, Michigan (Battle Creek)

In order to assess the employment potential for human services paraprofessionals in the Kellogg Community College service area, a survey by mail of 103 organizations identified as potential employers was conducted in 1975. Thirty-nine of the 54 agencies responding indicated that they employ human services paraprofessionals. A large number of currently employed paraprofessionals are high school graduates with no formal education related to their occupation. Thirty-six of the respondents thought that Kellogg Community College should offer an associate degree human services technician program; 22 thought that the college should offer courses that would permit skill upgrading of employed paraprofessionals.

The survey also revealed that a relatively large employment market for associate degree graduates exists. Based on the results of the survey, and evaluations of resource, facility, budget, and curriculum requirements, a human services technician associate degree program is proposed. A core curriculum emphasizing work experience with options for specialization in one of the seven human services areas is recommended for adoption. The survey results are appended, along with a proposed curriculum outline and course descriptions. (NHM)

ED 119 755 JC 760 147

Scott, David C.
Class Time Scheduling at Bakersfield College.

Bakersfield Coll., Calif.

Pub Date Feb 76

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, Courses, *Junior Colleges, Junior College Students, *Scheduling, *School Schedules, *Student Opinion

Identifiers—Bakersfield College

During the spring semester 1976, 521 day students at Bakersfield College responded to a 12-item questionnaire designed to (1) determine general student feelings toward present scheduling patterns for three unit lecture courses, (2) determine if students were confused by either irregular patterns of days in scheduling (i.e., TWF, MTTh, TThF) or by irregular patterns of hours (i.e., TTh 9:30, F 10:30), (3) determine if students were unable to take classes they wanted because they were scheduled at the same time and/or were offered in too narrow a time span, (4) determine if students favored certain scheduling changes such as scheduling more afternoon classes, and (5) seek other student suggestions for reform of class time scheduling. Results indicate that most students were satisfied with the present class time scheduling pattern, most were not confused by either irregular day patterns or irregular hour patterns, and most were opposed to the idea of scheduling more classes in the afternoon to avoid conflict. About 42 percent of the respondents indicated that they were unable to take courses because they were offered at the same time, and about 49 percent indicated that too many courses were concentrated in the morning. The questionnaire, which includes an outline of present scheduling patterns, is appended. (DC)

ED 119 756 JC 760 149

Steely, Robert D.

The Legal Assistant.

Kellogg Community Coll., Battle Creek, Mich.

Pub Date Dec 75

Note—55p.; A study prepared for the approval of the Board of Trustees, Kellogg Community College

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Colleges, Curriculum Design, Employment Opportunities, *Junior Colleges, *Law Instruction, *Manpower Needs, Needs Assessment, *Paraprofessional Personnel, Program Descriptions, Program Development, Subprofessionals, Vocational Education
Identifiers—Kellogg Community College, *Legal Assistants, Michigan (Battle Creek)

Following a review of the history of the legal assistant profession and the present status of legal assistant education, this document reports a study of the need for a legal assistant program at Kellogg Community College (KCC). A survey questionnaire was distributed to 106 private attorneys, financial institutions, businesses and industries, insurance companies, and judges and prosecuting attorneys within the KCC service area. Forty-eight responses were received (45.3 percent). Twenty respondents indicated that they currently employ at least one legal assistant, and a total of 40 legal assistants are currently employed by all respondents. Only six of these 40 have had formal training. Thirty of the respondents indicated that they would consider employing a trained legal assistant. It was estimated that 33 legal assistant positions would become available within the next five years. Based on the results of the survey, and evaluations of resource, facility, budget, and curriculum requirements, it was recommended that the proposed legal assistant program be implemented. The survey results are appended, along with a proposed curriculum outline and course descriptions. (NHM)

ED 119 757

Scott, David C.

Veterans Military Service credit Survey; A Study of the Faculty.

Bakersfield Coll., Calif.

Pub Date Jan 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Activity Learning, Associate Degrees, *College Credits, Community Colleges, *Junior Colleges, Learning Experience, Military Service, *Military Training, *Student Experience, Teacher Attitudes, *Veterans, Veterans Education
Identifiers—Bakersfield College

Bakersfield College currently grants two units of elective credit to veterans for military service. In 1975 the Board of Representatives unanimously recommended that this be raised to six units of credit. This credit would be awarded on petition after completion of 12 units, for periods of service exceeding 181 days. The request was approved by the Academic Senate, but rejected in a referendum vote of the faculty. This study was conducted in fall 1975 to determine if faculty opinion was still against raising the military credit and to determine faculty opinion on each of the arguments for or against the credit extension. The questionnaire was sent to all 274 certificated faculty members; 144 (52.6 percent) responded. Results indicate that the respondents were overwhelmingly against the measure. Reaction to four of the five arguments in favor of granting the six units was basically negative. Only the argument that military service is an educational experience received more favorable than unfavorable responses. The general feeling was that automatically granting six units would lessen the value of the A.A. degree granted to veterans. Many faculty, however, would accept a plan which grants the two units and then will allow additional units for formal documented training offered in the service. (DC)

ED 119 758 JC 760 151

Blumer, Dennis H., Ed.

Legal Issues for Postsecondary Education. Briefing Papers II.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 76

Note—93p.; Published in cooperation with the National Association of College and University Business Officers and the Association of College and University Attorneys. For a related document, see JC 750 595

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N. W., Suite 410, Washington, D. C. 20036 (\$5.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Administrator Responsibility, Agency Role, Arbitration, *Civil Liberties, Civil Rights Legislation, Copyrights, Crime, Due Process, Employer Employee Relationship, Federal Government, *Federal Legislation, Grievance Procedures, *Legal Problems, *Legal Responsibility, *Post Secondary Education, Student Rights, Teacher Dismissal

This publication is intended to outline basic legal issues in key areas confronting the postsecondary education community, and to provide background information of which every college administrator should be aware. Chapter I, "Employment, Evaluation, and Retention or Nonretention of Faculty and Staff," discusses the legal obligations and rights of institutions of higher education as employers. Chapter II, "Security on the Campus," deals with the growing complexities of problems related to student unrest and the increasing incidence of crime on campus. Chapter III, "Copyright on Campus," summarizes some of the elements of copyright law so that administrators can be alert to potential rights and problems, and can recognize the need and appropriate time to secure the services of experienced legal counsel. Chapter IV, "Disputes Settlements—Grievance and Arbitration Procedures," details the objectives to be used in developing and implementing grievance procedures, frequent subjects of grievances, and typical arbitration procedures. Chapter V, "Dealing with Federal Regulatory Agencies," discusses the extended constitutional rights of students and teachers as

recognized by the courts, the increasing power of federal regulatory agencies, and the methods an institution may use to challenge arbitrary agency actions. (DC)

ED 119 759

JC 760 152

Braver, Florence B.

Characteristics of Social Science Instructors in Two-Year Colleges.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Faculty, Community Colleges, Comparative Analysis, Humanities Instruction, Instructional Staff, *Junior Colleges, *National Surveys, *Social Sciences, Teacher Background, *Teacher Characteristics

A national survey of 1,493 humanities faculty at 156 two-year colleges was conducted in spring 1975. The colleges included in the sample were carefully selected in terms of locale, control, emphasis, size, and age, and the faculty sample included proportionate numbers of full- and part-time faculty members. This paper compares social science instructors in the sample to the total group of faculty. Social science instructors represented the second smallest of the 11 selected subgroups—46 people, or 3 percent of the total. A variety of teaching responsibilities were represented in the subgroup, including general social science, geography, cultural geography, ethnic studies, and political science. College majors of the sample also varied, including social studies, geography, education, history, and political science. Although only 25.9 percent of the total sample had been students in two-year colleges, 32.6 percent of this subgroup had been. The ratio between male and female instructors was about the same for the total sample and for this group, but a larger percentage of this group represented ethnic minorities. Information on age, research, professional development, affiliations, and teaching duties is also summarized, and compared to the characteristics of the total sample. (Author/NHM)

ED 119 760

JC 760 153

Braver, Florence B.

Characteristics of Two-Year College Political Scientists.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Faculty, Community Colleges, Comparative Analysis, Humanities Instruction, Instructional Staff, *Junior Colleges, *National Surveys, *Political Science, Teacher Background, *Teacher Characteristics

A national survey of 1,493 humanities faculty at 156 two-year colleges was conducted in spring 1975. The colleges included in the sample were carefully selected in terms of locale, control, emphasis, size, and age, and the faculty sample included proportionate numbers of full- and part-time faculty members. This paper compares political science instructors in the sample to the total group of faculty. Nine percent (139) of the total sample indicated law/government as their field. Most of these people predominately taught political science or administration of justice, but in many cases, they also taught history and even social science courses. Most of these instructors held their highest degree in political science (61.9 percent), but significant numbers had majored in history, education, and law. As a group, the political scientists were fairly similar to the total sample. Almost all (89.2 percent) were white/Caucasians, and the largest percent—87.8—were males, compared with the ratio of 66 percent males in the total sample. Many (23.7 percent) said they were working on their doctorates. Information of age, research, professional development, affiliations, and teaching duties is

also summarized, and compared to the characteristics of the total sample. (Author/NHM)

ED 119 761 JC 760 154

Brewer, Florence B.
Who Teaches History in the Two-Year College?
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date Feb 76
Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*College Faculty, Community Colleges, Comparative Analysis, *History Instruction, Humanities Instruction, Instructional Staff, *Junior Colleges, *National Surveys, Teacher Background, *Teacher Characteristics

A national survey of 1,493 humanities faculty at 156 two-year colleges was conducted in spring 1975. The colleges included in the sample were carefully selected in terms of locale, control, emphasis, size, and age, and the faculty sample included proportionate numbers of full- and part-time faculty members. This paper compares history instructors in the sample to the total group of faculty. Sixteen percent (246) of the total sample were history instructors, the second largest of the 11 selected subgroups. As a group, the historians were fairly similar to the total sample. Most (82.9 percent) held their highest graduate degree in history. Most (78.5 percent) were male. Almost all (92.7 percent) were white/Caucasian. Many (31.3 percent) said they were working on doctorates. This represents the largest number in any one field indicating movement toward a higher degree. Forty-eight percent fell into the young or middle age groups, so it is not surprising that 38.6 percent claimed no previous experience as instructors of administrators in secondary schools, as compared with 41.4 percent of the total. Information on research, professional development, affiliations, and teaching duties is also summarized, and compared to the characteristics of the total sample. (Author/NHM)

ED 119 762 JC 760 155

Bush, James E.
Oakton Community College Computerized Vocational Information System, 1974-75.
Oakton Community Coll., Morton Grove, Ill.

Pub Date 4 Feb 75
Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Career Awareness, Career Opportunities, Community Colleges, *Computer Oriented Programs, Computers, *Educational Guidance, Guidance Counseling, *Guidance Services, *Junior Colleges, *Occupational Guidance

Identifiers—Oakton Community College
The Computerized Vocational Information System (CVIS) at Oakton Community College (OCC) is an integrated set of guidance systems designed to help students expand their awareness of the various career and educational opportunities available to them. Terminals are available for student use every weekday from 8:30 a.m. to 10:00 p.m. The Career Exploration subsystem of CVIS permits a student to explore and receive specific information about 450 occupations. Three College Planning subsystems provide general and specific information about various four-year colleges and their programs. The Technical Specialized School subsystem enables the student to identify local technical and specialized schools. The Apprenticeship subsystem uses a tutorial approach to inform students about apprenticeships in general and about local apprenticeship opportunities. The Employment Opportunities subsystem provides computer assisted instruction to inform the student about the process of making decisions related to job selection. A Military Information subsystem provides students with a teaching script about draft obligations, deferments, enlistment, military academies, and ROTC units. The Transfer Planning to Illinois Schools subsystem assists students in planning their OCC programs. Results of various surveys indicate that CVIS is well-received and well-utilized by students and counselors alike. (DC)

ED 119 763 JC 760 156
Bers, Trudy H.

Goals and Achievements at Oakton Community College: A Study of Faculty and Administration Perceptions.

Oakton Community Coll., Morton Grove, Ill.
Pub Date Jan 75
Note—66p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Administrator Attitudes, College Environment, College Faculty, *College Role, Community Colleges, *Educational Objectives, Educational Philosophy, *Junior Colleges, *Teacher Attitudes, Values

Identifiers—IGI, *Institutional Goals Inventory, Oakton Community College

In fall 1974, the Institutional Goals Inventory (IGI) was distributed to all full-time faculty and administrators at Oakton Community College (OCC). Responses were obtained from 98 faculty members and 13 administrators (84 percent and 81 percent, respectively). Results indicate that faculty respondents found Individual Personal Development, Freedom, Innovation, Community (i.e., mutual trust and respect among students and faculty), and Social Egalitarianism were the most important goals at OCC. They felt that Community, Vocational Preparation, Individual Personal Development, Freedom, and Democratic Governance should be OCC's most important goals. Administrator responses tended to be similar. They felt that Individual Personal Development, Vocational Preparation, Community, Innovation, and Freedom were the current goals, and that Community, Vocational Preparation, Individual Personal Development, and Democratic Governance should be the most important goals at OCC. Faculty and administrators agreed that Social Criticism/Activism, Public Service, and Off-Campus Learning were and should be the least important goals at OCC. In this administration of the IGI, respondents were asked to rank each variable a third time to indicate the degree to which that goal was being accomplished. These results are presented, as are discussions of all results. (DC)

ED 119 764 JC 760 157

Bers, Trudy H.
The Relationship Between Learning and Enjoyment: A Study of Student Perceptions of Teaching Techniques.

Oakton Community Coll., Morton Grove, Ill.
Pub Date Oct 75
Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—American Government (Course), Community Colleges, *Discussion (Teaching Technique), Effective Teaching, *Junior Colleges, Junior College Students, *Lecture, *Student Attitudes, Student Interests, Student Motivation, Student Opinion, *Teaching Methods, Teaching Techniques
Identifiers—Enjoyment, Oakton Community College

In order to determine the relationship between learning and enjoyment, the 99 students enrolled in any of the five basic American Government classes at Oakton Community College during the fall and spring semesters of 1974 were surveyed before and after the course. The pre-test asked for demographic information and data on how each liked to learn and how each believed he/she learned best. The post-test asked for evaluations of the specific learning techniques used during the semester. Results indicated that (1) although only 2 percent indicated on the pre-test that they learned from and enjoyed lectures, lectures were ranked on the post-test as the most effective way of learning (lectures still ranked only third on the list of methods enjoyed, however); (2) although 50 percent indicated on the pre-test that small group discussions were the most enjoyable and efficacious way to learn, such discussions ranked last on the post-test both in terms of material learned and enjoyment; (3) although only 25 percent had assessed medium sized lecture-discussions as the most enjoyable and efficacious, on the post-test these ranked second in terms of learning and first in terms of enjoyment. The conclusion is that early student perceptions of learning and enjoyment may not effectively foretell how successful a particular teaching technique will be. (DC)

ED 119 765 JC 760 158
Maloney, Michael J. Agnew, Bonnie A.

Institutional Self Study, Spring Semester, 1973.
Oakton Community Coll., Morton Grove, Ill.

Pub Date 74
Note—26p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Curricular Activities, Community Colleges, Cultural Activities, Educational Facilities, *Educational Objectives, *Junior Colleges, Junior College Students, Participant Satisfaction, *School Services, *Student Opinion

Identifiers—Institutional Self Study, ISS, Oakton Community College

The Institutional Self Study (ISS) was administered to randomly selected students at Oakton Community College (OCC) in May 1972 and again in May 1973. Results were compared with results obtained in a national administration of the same instrument to community college students. Results indicated that OCC students valued academic and vocational goals higher than social and nonconventional goals. They valued vocational and nonconventional goals lower, and they valued academic goals significantly higher than did students in the national sample. OCC students rated their instructors significantly higher than did students at other public institutions. They rated campus science laboratories as adequate and felt that library materials were accessible; however, students from the other two-year colleges rated library materials as more accessible. OCC students were more satisfied with their speaker policy, their opportunity to participate in the making of college policy, and their student conduct rules than students at other two-year colleges. OCC students rated non-academic facilities and programs (i.e., campus food service, recreational facilities, social programs, and the campus newspaper) negatively. (DC)

ED 119 766 JC 760 159

Koehnline, William A. Irlen, Harvey S.
Oakton Community College Papers on the Cluster Concept.

Oakton Community Coll., Morton Grove, Ill.
Pub Date 74
Note—23p.; Draft. For a related document, see ED 057 778

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrative Organization, *Cluster Colleges, Cluster Grouping, College Environment, Community Colleges, Costs, Departments, Educational Finance, *Experimental Colleges, Humanistic Education, *Interdisciplinary Approach, *Junior Colleges

Identifiers—*Oakton Community College

Oakton Community College is organized into four learning clusters, each comprising a group small enough to maintain "recognizability" and a sense of belonging. Each cluster has approximately 600 FTE students, 30 full-time faculty members, one learning resource faculty member, three counselors, and its own dean. The first of these reports, "A Minority Report on Academic Structure in the Community College" by the President of Oakton, details the administrative structure of these clusters and compares it in terms of costs to taxpayers and advantages to students and faculty with the traditional department or division structure found at most other colleges. The second report, "A Cluster College Grows Up" by a learning cluster dean, presents a five-year history of the college and its dedication to experimentation and the cluster concept. (DC)

ED 119 767 JC 760 160

Howard, Alan And Others
A Plan for Community College Instructional Computing.

Washington Association of Community Colleges; Washington State Board for Community Coll. Education, Olympia.

Pub Date Dec 75
Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Community Colleges, Computer Assisted Instruction, *Computers, Computer Science, *Computer Science Education, Course Descriptions, Course Objectives, Curriculum Development, Curriculum Guides, *Data Processing, Equipment Utilization, *Junior Colleges, *Statewide Planning
Identifiers—*Washington

This document presents a comprehensive plan for future growth in instructional computing in the Washington community colleges. Two chapters define the curriculum objectives and content recommended for instructional courses in the community colleges which require access to computing facilities. The courses described include data processing technology, problem solving, general introduction to computers and computing, and computer science. The use of computers as adjuncts to classes is considered in sections on computer assisted instruction, computer based instruction, and computer managed instruction. Other chapters define the software, hardware, peopleware and other support required to adequately meet the requirements of the identified course contents and objectives. The final chapter presents the resource specification and acquisition procedures which will permit the community colleges to move from the present level of fragmented, individualized approaches to meeting the instructional computing needs of students, to a planned and coordinated distributed computing network of compatible hardware and software, and to a more efficient utilization of total state computing resources. A glossary and bibliography are appended. (Author/DC)

ED 119 768 JC 760 161
Fall 1974 Entering Students in Their Fourth Semester, Fall 1974 Through Spring 1976: First Report. Student Flow Project, Report No. 6.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 76
Note—39p.; For related documents, see JC 760 069, 070, 071, 123, and 162

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*College Majors, Community Colleges, Females, *Junior Colleges, Junior College Students, Liberal Arts Majors, *Longitudinal Studies, Males, *Persistence, School Holding Power, Student Characteristics, Vocational Education, *Withdrawal

Identifiers—*Hawaii

As part of a longitudinal study of student progress through the Hawaii community colleges, fall 1974 entering students were studied for three semesters ending in fall 1975. Continuation rates were higher for new students than for transfer students, males than for females, vocational education majors than for liberal arts or other majors, and technical and business education majors than for other vocational groupings among new students. Full-time students constituted a larger proportion for new than for transfer students, males than for females, vocational education majors than for liberal arts or other majors, and technology majors than for other vocational groupings of new students. Withdrawal rates were about equal for new and transfer students, but higher for males, and higher for liberal arts majors than for vocational education majors. Change of major rates were higher for new students, for females, and for vocational education majors, especially business education majors. Graduation rates were higher for transfer students, females, and vocational education majors; of course, however, high graduation rates are expected at the end of the fourth semester. Detailed tables of data, including data for each of the seven community colleges, are appended. (Author/NHM)

ED 119 769 JC 760 162
Applications, Acceptances and Registrations, Spring 1976. Student Flow Project, Report No. 7.

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 76
Note—8p.; For related documents, see JC 760 069, 070, 071, 123, and 161

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*College Admission, College Attendance, College Choice, Community Colleges, Enrollment Rate, *Enrollment Trends, Females, *Junior Colleges, Junior College Students, *Longitudinal Studies, Males, School Registration, *Student Application, Student Characteristics, Transfer Students
Identifiers—*Hawaii

As part of a longitudinal study of student progress through the Hawaii community colleges, spring 1976 applications to the system were studied. The total number of applications received numbered 6,692 (3,924 new students, and 2,768 transfers), about half the number received for the fall semester (13,631). The colleges accepted 90 percent of the new student applications and 86 percent of the transfer student applications. Of the admitted students, 71 percent of the new students, and 68 percent of the transfer students actually enrolled. The large majority (at least 90 percent) of entering new and transfer students enrolled at the campus of their first choice. Slightly higher proportions of males than females were accepted, and actually enrolled. Among the seven campuses there is a range in the proportion of applicants accepted, and actually enrolling. Windward accepted about 99 percent of its applicants, while Kapiolani accepted only 65 percent. However, only about 60 percent of the students accepted to Windward actually enrolled, while 77 percent of the students accepted to Kapiolani actually enrolled. Patterns of enrollment by sex, campus, and program do not vary greatly from the fall 1975 patterns. Detailed data, including data on individual campuses, are tabulated and appended. (NHM)

ED 119 770 JC 760 163
Kirshner, Sheldon G.

Foreign Language Program Evaluation.
Oakton Community Coll., Morton Grove, Ill.
Pub Date 15 Feb 74
Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Academic Achievement, *College Language Programs, Community Colleges, Dropout Rate, Grades (Scholastic), *Junior Colleges, National Norms, *Program Evaluation, Standardized Tests, Student Interests, Withdrawal

Identifiers—Oakton Community College
In order to assess the foreign language programs currently offered by Oakton Community College (OCC), a three-part investigation was undertaken in 1974. First, to examine grade distribution and drop-out rate, the records of students enrolled in language courses were compared with the records of the total student body. During the spring, summer and fall sessions of 1973, there was a much greater percentage of A grades awarded in language courses than in all college courses. The drop-out rate was, however, approximately the same. Second, the scores of German and Spanish language students on nationally administered language competency examinations was compared to the national norm. In all cases, OCC class averages exceeded national averages; this success is attributed to programmed instruction and small class size. Third, to assess student interest in language courses, a questionnaire was administered to all classes taught by full-time foreign language faculty. The only language not currently offered for which there appeared to be considerable committed student interest was Italian. Students additionally indicated an interest in taking courses in Latin American culture, advanced Spanish conversation, and French conversation. (Author/NHM)

ED 119 771 JC 760 164
Hagenau, E. L., Ed.

Mid-Management Education for Management in Washington State Community Colleges; A Suggested Guide for Administrators and Teachers.
Washington State Board for Community Coll. Education, Olympia.
Pub Date 75
Note—50p.; Cover title, "Framework for Mid-Management"

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Community Colleges, *Cooperative Education, Curriculum Guides, Educational Objectives, *Junior Colleges, Leadership Training, *Management Education, On the Job Training, *Program Descriptions, *Program Development, Statewide Planning, Vocational Education, Work Experience Programs
Identifiers—*Washington

This publication is designed to provide information about Mid-Management education to administrators and instructors of Post-secondary institutions. It identifies the objectives and operational structure of Washington State Mid-Management programs, and, in an attempt to establish consistency among programs, provides a

subject matter guideline for schools planning to institute a Mid-Management curriculum. The Mid-Management program described in this document combines formal classroom, group, or individual instruction with on-the-job, coordinated training. It is designed to develop fundamental skills, competencies, knowledge, attitudes, and experiences which will enable graduates to function in positions as supervisors, department and division heads, and other post-entry level positions in business, industry, institutions, and government. Essential characteristics of Mid-Management programs are divided into four categories: (1) the development of a broad base of background knowledge and practices pertaining to Mid-Management; (2) the development of personal attributes necessary for successful employment; (3) the development of management skills; (4) the development of specialized technical skills. A sample curriculum is given, unique program concerns are identified, and a bibliography is appended. (Author/NHM)

ED 119 772 JC 760 165
Maas, Michael L.

Proposal: A Microfilm System for Long Beach City College.
Long Beach City Coll., Calif.
Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Academic Records, Community Colleges, Costs, Equipment, Indexing, Information Retrieval, *Information Storage, *Junior Colleges, *Microfilm, Multicampus Districts, Office Management, *Recordkeeping, Records (Forms), *Student Records
Identifiers—Long Beach Community College District

In order to effectively manage the increasing quantity of student records of the Long Beach Community College District, a systematic microfilming of many of the student records must begin in the immediate future. This section of the Admissions and Records Staff's 1975 review of the records system recommends that a 16mm Cartridge System (from a list of six alternatives) be implemented in 1976. Considerations in the choice of this system included: good interface with data processing, including an on-line transcript system; ease of indexing and retrieval of records; reasonable cost of implementation; moderate level of personnel training. This document lists the specific pieces of equipment that will be required to implement the system, and gives the quantity, specifications, and rationale for each piece. It also discusses the necessary physical set up of the Admissions and Records offices. Alternate indexing systems, interface with data processing, and security are discussed, and an itemized budget for implementation is presented. Finally, an implementation schedule is suggested with a completion date of December 1, 1976. (NHM)

ED 119 773 JC 760 166
Broadbent, William A.

A Review of the AIDP Project After the First Year.
Hawaii Univ., Honolulu. Leeward Community Coll.
Pub Date Nov 75
Note—81p.; Computer printouts, pages 65 through 67, may reproduce poorly

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—College Faculty, Community Colleges, *Educational Objectives, *Grants, *Junior Colleges, Needs Assessment, *Program Development, Program Evaluation
Identifiers—*Advanced Institutional Development Program, AIDP, Leeward Community College

This document provides an assessment of the progress Leeward Community College has made toward fulfilling the objectives of its five-year 1.4 million dollar Advanced Institutional Development Program (AIDP) grant at the end of the first year of funding. Essentially, the objectives of the project fall into four major program areas: community outreach, student services, curriculum development, and institutional renewal/staff development. The first year objectives in each area are identified, and the degree to which the objectives were realized are evaluated on the basis of relevant criteria. In most cases, objectives were met at least in part, though in some cases, priorities changed or unanticipated complications were encountered. Many faculty members showed skill and energy in their individual pursuit

of AIDP project objectives. However, some faculty members appeared indifferent to the project. As part of the general staff development exercise, a faculty needs assessment survey was conducted. The results of the survey, and the survey instrument are appended. (Author/NHM)

ED 119 774 JC 760 167

Glover, Ruth E. Chapman, Becky
A Report on Student Aid Needs Within the Post-secondary Education Community in Arkansas. Arkansas State Postsecondary Education Planning Commission, Little Rock.

Pub Date 2 May 75
Note—99p.; Tables 4, 5, 7 and 8 in Appendix C have been deleted due to poor reproducibility

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Colleges, College Students, *Financial Needs, Junior Colleges, Needs Assessment, *Post Secondary Education, Proprietary Schools, Scholarships, *State Surveys, Student Employment, *Student Financial Aid, Student Loan Programs, Tuition Grants, Universities, Vocational Schools

Identifiers—*Arkansas, Basic Educational Opportunity Grants, College Work Study Program, National Defense Student Loans, Supplementary Educational Opportunity Grants

This report analyzes the student aid needs in postsecondary education in Arkansas. Data were gathered by sending questionnaires to all the colleges and universities, vocational-technical schools, and proprietary schools in Arkansas, and to a random sample of all senior and junior students in Arkansas high schools. In addition, personal contacts were made to various student aid resource agencies, and a number of published reports and research papers were referenced. The assessment of the kinds of aid received are grouped as grants, loans, employment, and scholarships. The four main resources were found to be: Basic Educational Opportunity Grants, Supplementary Educational Opportunity Grants, National Defense Student Loans, and the College Work-Study Program. All postsecondary students (65,748) consumed an estimated \$20,000,000 during the 1973-74 school year. The greatest number of consumers were four-year public university and college students (18,185, using \$11,016,695). Community college students consumed less student aid than any of the other groups (485 students using \$176,644). Projections of Arkansas future student aid needs are made, along with recommendations on how the needs can be met. Tables of data are included throughout the report, and survey instruments and complete results are appended. (Author/NHM)

ED 119 775 JC 760 168

California Consortium on Cooperative Education under Senate Bill 642. [Report, 1974-75]. California State Consortium on Cooperative Education, Sacramento.

Pub Date [75]
Note—144p.; Some pages may be of marginal legibility due to quality of original document

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Community Colleges, *Consortia, *Cooperative Education, Educational Innovation, Educational Objectives, Federal Legislation, Interinstitutional Cooperation, *Junior Colleges, *Pilot Projects, Program Evaluation, State Legislation, *Statewide Planning, Work Experience Programs

Identifiers—*California

Senate Bill 642, passed by the California Legislature in summer 1973, authorized the Chancellor of the California Community Colleges to conduct a pilot program in cooperative education involving no more than five community college districts for a period of up to three years. In response to the bill, the Chancellor established a consortium consisting of the Coast, Hartnell, Pasadena, Peralta, and West Valley Community College Districts to implement, evaluate, and provide data on innovative cooperative education programs. This report documents the progress of this consortium during its second year of operation. It presents: (1) a list of the objectives identified by each participating college for the 1974-75 academic year and the respective evaluation reports reflecting the level of attainment of each objective; (2) a description of each of the major innovative cooperative education programs addressed in 1974-75 and a collection of sample forms used in those programs; and (3)

a discussion of research projects conducted by consortium members, their efforts to train co-op educators, and their impact on federal legislation. (DC)

ED 119 776 JC 760 169

McAlexander, Aaron
A New Interdepartmental Course: Science and Society.

Central Piedmont Community Coll., Charlotte, N.C.

Pub Date 9 Mar 76
Note—57p.; Some pages in appendices may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Bibliographies, Community Colleges, *Course Descriptions, Course Objectives, Curriculum Development, Educational Innovation, Educational Objectives, Futures (of Society), *Humanities, Humanities Instruction, *Interdisciplinary Approach, *Junior Colleges, Literature Reviews, *Science Courses, Science Instruction, Teacher Attitudes

Identifiers—*Central Piedmont Community College

This report describes the development and proposed content of a new interdisciplinary course called "Science and Society," which will be offered at Central Piedmont Community College (CPCC) for the first time in fall 1976. This course will deal with the role which science and technology have played in the events which have shaped the past, and what the application of science and technology can do to provide alternative futures. It will offer credit in either science (with laboratory experience) or humanities (without). Its objectives are to make the student more scientifically literate, to have the student learn about the role of science as a cultural influence, and to have him/her observe the trends of our post-industrial society and extrapolate its future. The report describes the procedures used to develop this course. It also includes a literature review and an extensive bibliography. A questionnaire distributed to the science and humanities faculty at CPCC to obtain their feelings about the need for such a course, what its objectives should be, and for whom it should be designed is appended. Also appended are a recommended reference list for the course, a flow chart of the procedures to be followed in initiating a new course at CPCC, a tentative course outline, and a sample course evaluation form. (DC)

ED 119 777 JC 760 170

Day, Philip R., Jr.
Regional High School Senior Survey.

Maine Univ., Augusta.

Pub Date Nov 75

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Aspiration, College Bound Students, College Choice, Comparative Analysis, *Educational Objectives, *High School Students, Junior Colleges, National Norms, *Post Secondary Education, Socioeconomic Status, Student Characteristics, *Student Interests

Identifiers—Maine (Augusta)

In order to identify the educational needs and aspirations of graduating high school seniors in the service region of the University of Maine at Augusta, a survey instrument was designed and administered to 1,950 seniors at 19 institutions. In all, 1,744 completed surveys were returned, a 92 percent response rate. The data are sub-grouped into three regional categories by which summary data are reported so that regional differences may be identified. In addition, where appropriate, data from a national survey conducted by the Educational Testing Service are provided for comparative purposes. Findings report demographic characteristics of the survey population, including sex, family size, family income, and employment. The relationship of the variable of "income level" to the variables of "college intending to attend" and to "reasons for not attending college" is examined, along with the respondents' receptiveness to the establishment of a community college in the area. Finally, students indicate specific community college programs which would be of interest to them in the general areas of business administration, health services, human services, liberal arts, and miscellaneous. Data are tabulated, and highlights of the ETS survey used for comparison are appended. (NHM)

ED 119 778 JC 760 171

Broadbent, William A.
An Inquiry Into the Factors Underlying Class Schedule Changes.

Hawaii Univ., Honolulu. Leeward Community Coll.

Pub Date Aug 75

Note—74p.; Appendix B and C are marginally legible

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Colleges, *Courses, Enrollment Influences, *Junior Colleges, *Scheduling, Student Enrollment, *Withdrawal Identifiers—Schedule Changes, Student Schedules

During the spring semester of 1975, Leeward Community College conducted an investigation of student class schedule changes. A survey instrument was designed, and its completion was made a requirement for students requesting schedule changes. The resulting number of cases analyzed was 2,227, representing a decline of 1,873 from the number of schedule changes in the fall semester. The overwhelming majority of changes, 85.4 percent, involved adding courses. Most course withdrawals, on the other hand, appear to be initiated by faculty members. Over 25 percent of the requests involved a shift from one section of a course to another. Twenty percent of the respondents listed "inconvenient time" as their reason for initiating a change. This was the most frequently mentioned reason. However, many respondents said that they were unable to register for the courses they wanted during the initial registration period. In fact, 25 percent of all the students changing had registered late in the initial registration period. However, since 17 percent of the changes were initiated by students registering on the first day possible, insufficient or inadequate advisement evidently is also a factor in producing schedule changes. Demographic information on the survey population is provided; data are tabulated, and the survey instrument is appended. (NHM)

ED 119 779 JC 760 172

A Report of the Satisfaction of Recent Vocational-Technical Graduates with the Academic Counseling and Registration Assistance Received.

Hawaii Univ., Honolulu. Leeward Community Coll.

Pub Date 10 Apr 75

Note—24p.; Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, Counseling, *Counseling Effectiveness, Counselor Evaluation, Educational Counseling, *Followup Studies, Graduate Surveys, Guidance Counseling, *Junior Colleges, School Registration, Student Attitudes, Veterans, Vocational Counseling, *Vocational Education

Identifiers—Leeward Community College

In fall 1974, 126 students who had been enrolled in vocational-technical programs at Leeward Community College during the 1973-74 academic year, and who had petitioned for graduation, were sent follow-up surveys. This report details their reactions to academic counseling and registration assistance. The 96 responses represent a 76 percent response rate. Seventy of the respondents had received the associate degree, and 26 had received a certificate. The vocational areas that were most heavily represented were secretarial science and accounting. About 20 percent of the students felt that they did not need counseling, but over 40 percent reported that they could have benefited from additional counseling. Most of the respondents were not veterans, but those who were felt that the veterans' counseling program was either good or had improved subsequent to their graduation. About 13 percent of all respondents felt that the quality of academic counseling was excellent, and 30 percent rated it as good. However, about 10 percent of the respondents said it was poor. Most of the students felt that the college was meeting their registration assistance needs, but many noted a need for more vocational offerings in the evening. Data are tabulated, and the survey instrument is appended, along with comments of the respondents. (NHM)

ED 119 780 JC 760 173

Maas, Michael L.
Procedures for the Implementation of the Family Educational Rights and Privacy Act of 1974. Long Beach City Coll., Calif.

Pub Date [75]
Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Records, *Administrative Policy, Community Colleges, *Confidentiality, Confidential Records, Due Process, *Educational Legislation, Educational Policy, Federal Legislation, *Junior Colleges, Legal Responsibility, *Student Records, Student Rights

Identifiers—*Family Educational Rights and Privacy Act 1974, Long Beach Community College District

This document contains the policies and procedures developed by the Long Beach Community College District to comply with the Family Educational Rights and Privacy Act of 1974. It contains the following: (1) a definition of the term "Educational Records"; (2) a list of the records, files, documents, and other materials maintained at the Admissions and Records Office which contain information directly related to students; (3) a description of the policies and procedures developed for giving students access to these records and a list of the educational records expressly exempted from the right of review and inspection; (4) a description of the policies and procedures to be used in complying with the student's exercise of his right to challenge the content of educational records; (5) a description of the policies and procedures to be used in releasing student information and a list of the materials exempted from the general prohibition against release of such information without the student's consent; and (6) a description of the procedures to be used in notifying all students of their rights under the Act. (DC)

ED 119 781 JC 760 174

Maas, Michael L.

Records Retention Manual.

Long Beach City Coll., Calif.

Pub Date Sep 75

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Records, *Administrative Policy, Community Colleges, *Educational Legislation, Information Storage, *Junior Colleges, Legal Responsibility, *Manuals, Record-Keeping, State Legislation, *Student Records

Identifiers—*California, Long Beach Community College District

This manual is a compilation of information from the Government Code, the Education Code, and the Administrative Code, Title 5, of the State of California. It is designed as a reliable source of information to enable the Long Beach Community College District to develop an effective system of forms control and limit the number of documents currently maintained. The principal objectives in developing procedures for record retention and destruction include: (1) the orderly preservation of records having long-term permanent worth as determined by legal requirements; (2) the systematic retirement and transfer of those records to more economical storage; and (3) the orderly and prompt destruction of temporary records as they outlive their usefulness. The manual includes recommended retention schedules for the offices of Admissions, Records, and Registration. Forms used at the Long Beach Community College District offices and the full texts of the pertinent legal provisions are appended. (Author/DC)

ED 119 782 95 JC 760 175

Heermann, Barry, Ed.

Changing Managerial Perspectives. New Directions for Community Colleges, No. 13.

California Univ., Los Angeles, ERIC

Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—110p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$5.00)

Journal Cit—New Directions for Community Colleges; v4 n1 Spr 1976

Document Not Available from EDRS

Descriptors—*Administrative Organization, Cluster Colleges, *College Administration, College Deans, Community Colleges, Decentralization, *Junior Colleges, Management by Objectives, Multicampus Districts, *Power Structure, Presidents, Student Participation, Teacher Participation

Because administrative organization has an indirect but important relationship to student learning and to the achievement of the mission of the two-year college, community college educators must be sensitive to the nuances of authority relations in their institutions. The articles in this sourcebook present selected approaches to the use of authority, including: an historical sketch of the evolution of community college organizational patterns; discussions of the administrative organization of cluster colleges and the role of the dean in such colleges; discussions of the advantages and disadvantages of management by objectives; an appraisal of the various ways to distribute authority so as to maximize the input of faculty and student leaders; a report on the administrative organization of a non-campus institution; a discussion of the administrative dimensions of multiunit institutions; and a report on an experimental program which as substituted a committee for the college president. Finally, a review of additional pertinent literature and a bibliography are provided. Contributors include: Barry Heermann, Jerry Burroni, John H. Anthony, R. Edmund Dolan, Mary L. Mittler, Ken B. Segner, George M. Britton, David L. Hamilton, Paul M. Hinko, Edith A. Frelich, Peter P. Smith, Joseph G. Rossmeier, George C. Corcoran, and Elizabeth Rinnander. (DC)

ED 119 783 JC 760 176

Perelle, Ira B.

Study of the Division of Allied Health.

New York City Community Coll., Brooklyn, N.Y.

Spons Agency—Health Resources Administration

(DHEW/PHS), Bethesda, Md.

Pub Date Oct 75

Note—527p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, Employer Attitudes, *Followup Studies, Grades (Scholastic), *Graduate Surveys, *Health Occupations Centers, *Health Occupations Education, Institutional Research, *Junior Colleges, Learning Laboratories, Research Design, Student Attitudes, Student Certification, Student Characteristics, Teacher Attitudes

Identifiers—*New York City Community College

This study examines student outcomes in the seven curriculum programs (chemical technology, dental hygiene, dental laboratory, medical laboratory, nursing, ophthalmic dispensing, and radiologic technology) of the Division of Allied Health and Natural Sciences at New York City Community College. The following variables are examined: student background, college grades, performance on certification and licensure examinations, student perceptions of the college experience, faculty perceptions of student development, employer perceptions of student performance, and student and faculty perceptions of the Allied Health Learning Center. These factors in single and combined form are used to evaluate student performance during three stages of the student's relationship with the College: pretenure, tenure, and post-tenure. Ten different questionnaires, sent to graduates, current students, faculty, and employers, and the official college records were used to compile the information in this report. Data are presented in 66 tables, and the questionnaires are appended. The research design provided in this investigation can be generalized to studies conducted by researchers in other institutions. (Author/NHM)

ED 119 784 JC 760 177

Hayes, Pernel Howell

A Study to Determine Current Practices in the Administration, Organization and Teaching of Business Communication and Related Courses in Public Two-Year Colleges and Technical Institutions in the United States.

Pub Date [74]

Note—15p.; Summary of Ed.D. Dissertation, University of Wisconsin, Madison

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Business Communication, *Business Education Teachers, Business English, Community Colleges, *Course Content, Educational Trends, *Junior Colleges, *National Surveys, Teacher Characteristics, Teaching Methods, Technical Institutes

In order to develop guidelines for planning, administering, and teaching business communication courses, a questionnaire was distributed to 410

public two-year colleges and technical institutions which had indicated an interest in participating in a study of such courses. In all, 273 institutions provided information on 340 business communication courses taught by 404 instructors. All geographic regions of the United States were included in the survey population. Fifty percent of the participating institutions had introduced business communication courses within the past 10 years. In the fall of 1973, there were 6,253 students enrolled in business communication courses in 217 of the institutions reporting. Enrollments in business communication courses have increased in the last 5 years at 90 percent of the institutions. The normal procedure for conducting classes seems to be a combination of lectures and discussions, supplemented by laboratory workshops. More time is spent on business letters and memoranda, and less time on report writing and oral communication. Textbooks, workbooks, course outlines, and other teaching aids were used with varying degrees of flexibility in the courses reporting. A profile of the typical business communication teacher is provided, and recommendations for further study are made. (Author/NHM)

ED 119 785 JC 760 178

Campbell, William J.

Evaluation of the Progress of Educational Opportunity Program Students, Part Time Students: Enrollment of Fall 1971.

Rockland Community Coll., Suffern, N.Y.

Pub Date 18 Mar 76

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Academic Failure, College Credits, Community Colleges, Dropout Rate, *Junior Colleges, *Junior College Students, *Low Achievers, *Part Time Students, Student Financial Aid

Identifiers—Educational Opportunity Program, Rockland Community College

The Educational Opportunity Program (EOP) at Rockland Community College provides direct financial assistance to high risk students. This study compares the performances of 180 part-time EOP students enrolled for the fall 1971 semester (experimental group) with the performances of a randomly selected group of 47 part-time regular students (control group). During the years between 1967 and 1974, the experimental group attempted an average number of 5.46 credits per fall semester, and passed 4.06, a 74.46 percent pass rate. The control group attempted an average of 5.8 credits and passed 4.7, an 80.49 percent pass rate. Since course load is generally considered to affect passing, this study suggests that EOP students register for fewer courses. The experimental group attended Rockland for an average of 5.32 semesters, completing 22.69 degree credits. The control group attended an average of 5.37 semesters, completing 23.20 credits. Twenty percent of the experimental group, and 24.5 percent of the control group had earned degrees by fall 1975. The characteristics of the two groups with regard to dropping in and out of college are also evaluated. Data are organized into tables. (NHM)

ED 119 786 JC 760 179

Campbell, William J.

Veteran Survey: Enrollment of Fall 1975.

Rockland Community Coll., Suffern, N.Y.

Pub Date 16 Mar 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Majors, Community Colleges, Evening Students, *Junior Colleges, *Junior College Students, Married Students, Part Time Students, *Student Characteristics, Student Employment, Student Financial Aid, *Veterans

Identifiers—Rockland Community College

Rockland Community College (RCC) sent questionnaires to all 694 veterans enrolled at the college in the fall 1975 semester; 581 (83.7 percent) responded. Results indicated that the average veteran enrolled at RCC is 35.9 years old, takes 10.5 credits per semester, and has earned 19.1 credits to date. Additional findings show that: (1) over 95 percent of the respondents are married and have an average of 3.7 children; (2) over 89 percent work, of whom 97 percent work at least 35 hours per week; (3) the majority of the veterans chose their majors from three areas—Criminal Justice, Business, and Liberal

Arts; (4) 46 percent attend evening classes exclusively, whereas 32.3 percent attend both day and evening classes; (5) some veterans receive additional financial assistance from other sources; and (6) over 41 percent are uncertain whether or not they will continue their studies after their VA benefits expire and 9.2 percent definitely will not continue when this happens. (DC)

ED 119 787 JC 760 180

Institutional Goals Study.

Allegany Community Coll., Cumberland, Md.
Pub Date Jun 74

Note—84p.; Pages 36 through 46 of the original document are copyrighted and therefore not available; they are not included in the pagination; Light print areas in appendices

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Administrator Attitudes, *Attitudes, *College Role, Community Attitudes, Community Colleges, *Educational Assessment, *Educational Objectives, High School Students, *Junior Colleges, Student Attitudes, Teacher Attitudes

Identifiers—IGI, *Institutional Goals Inventory

In order to identify and clarify the goals of Allegany Community College (ACC), the Institutional Goals Inventory (IGI), developed by the Educational Testing Service, was distributed to all 77 members of the ACC faculty and 15 administrators, a random sample of 230 part- and full-time ACC students, a random sample of 139 high school juniors in ACC's service area and 139 of their parents, and a group of 103 identified community representatives and leaders. In all, 463 instruments were returned, a 65 percent response rate. The IGI consists of 90 questions concerning college goals and requires respondents to rate how the college (1) is currently emphasizing the function, and (2) should be emphasizing the function. The goals group into 20 goal areas of which 13 are outcome goals and 7 are process goals. In general, each of the groups tended to generate a significantly higher mean score within the "should be" than within the "is" mode. The average mean differences between the "is" and "should be" modes were greatest for the goal areas of intellectual orientation, individual personal development, humanism/altruism, vocational preparation, community, and intellectual aesthetic environment. Tables of data are provided, and detailed information for each of the sample groups is appended. (NHM)

ED 119 788 JC 760 181

Martorana, S. V. McGuire, W. Gary

State Legislation Relating to Community and Junior Colleges, 1973-75.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Spons Agency—National Council of State Directors of Community-Junior Colleges.

Pub Date 15 Feb 76

Note—142p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Community Colleges, College Litigation, *Educational Legislation, Educational Trends, *Junior Colleges, Master Plans, *National Surveys, Post Secondary Education, Public Policy, *State Legislation, *Statewide Planning

In spring 1975, the National Council of State Directors of Community and Junior Colleges polled all state directors to request information on actions taken by the state legislatures from 1973-75 which bear meaningfully on community/junior college operations and programs. Information used to compile this report includes: relevant laws enacted during the 1973-75 biennium; relevant sections of the appropriations acts; state master plans, commission reports, or documents that provide guidelines for operation or policy direction; relevant court decisions; and relevant attorney general rulings. In addition, state directors were asked to identify what, in their judgments, were the most significant actions taken by the legislature, courts, and attorney general about community and junior colleges in the last five years, and what are the strongest and weakest features of the legal basis for community and junior colleges in their states. This report is based on the responses of 45 state directors, including five complete responses and 40 partial ones. In addition to summarizing information about each state, this document identifies national trends. Annotations of the state legislation, an index to the legislation, and a copy of the survey letter are appended. (NHM)

ED 119 789 JC 760 182

Davidson, S. H. Shoenhair, Margaret T.

New V I E W; Vocational Internship Education for Women.

Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Aeronautics and Space Administration, Mountain View, Calif. Ames Research Center.

Pub Date Feb 76

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Community Colleges, Counseling Programs, Employer Attitudes, Entry Workers, Females, *Internship Programs, Job Training, *Junior Colleges, Self Esteem, *Technical Education, Technical Occupations, *Womens Education, *Work Experience Programs, Working Women

New VIEW (The New Vocational Education for Women Program) is an educational experiment undertaken by the Foothill-De Anza Community College district, designed to help mature women entering the labor force prepare for, and acquire, responsible careers. Objectives of the program are to raise each student's level of confidence and competence, prepare each for employment in technical careers, and to promote positive attitudes of leaders in business, government, and education toward women's career aspirations. Program participants are assigned to one-year paid internships in technical fields at NASA/Ames Research Center for 20 hours per week. In addition, they take at least two academic courses each quarter which relate to their academic career goals, and participate in individual and group counseling, testing, and evaluation activities. During the final quarter of the program, group meetings focus on career planning and job-finding strategies. The initial New VIEW group of 19 women were selected for their technical backgrounds, eleven had bachelor degrees and one had a masters degree. Average age was 34. Plans are underway to extend the New VIEW model to women with backgrounds in the liberal arts and social sciences. (NHM)

ED 119 790 JC 760 183

Blai, Boris, Jr.

Harcum Freshmen Self-Evaluate: Their Preparation for College.

Harcum Junior Coll., Bryn Mawr, Pa.

Report No.—IRR-76-7

Pub Date Mar 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Basic Skills, College Freshmen, *College Preparation, *Educational Needs, Junior Colleges, *Junior College Students, Questionnaires, *Self Evaluation, Student Attitudes, Student Motivation, *Student Needs

Identifiers—Harcum Junior College

After completing one semester at Harcum Junior college, 272 freshmen (75 percent of the total class) responded to an anonymous questionnaire designed to identify areas in which they believed that their high school preparation had been insufficient to enable them to cope with college study and living, and to understand their own motivations and aspirations. The survey instrument involved a priority ranking of 19 needs in three general areas: educational information, psycho-social information, and vocational information. An open-ended question was also included. Among the five strongest needs expressed, four were in the educational information category, including reading skills, studying for exams, preparing bibliographies, and math skills and concepts. Improving motivation was also in the top five, a psycho-social information item, but obviously related to academic matters. Insufficient preparation in various academic skills areas was the most frequently mentioned deficiency mentioned by the respondents. Vocational information deficiencies followed closely, and the least expressed concerns were the items in the psycho-social information areas. The survey instrument is appended, and a list of some of the open-ended comments is provided. (NHM)

ED 119 791 JC 760 184

Etheredge, Forest D. Dickson, Richard

The Challenge of Resource Sharing.

Waubensee Community Coll., Sugar Grove, Ill.

Pub Date Oct 75

Note—32p.; Workshop presented at the Sixth Annual Convention of the Association of Community College Trustees (Miami Beach, Florida, October 2-4, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Colleges, *Consortia, Cooperative Planning, Educational Finance, Enrollment Projections, Enrollment Trends, *Junior Colleges, *Regional Cooperation, *Shared Facilities, *Shared Services

Identifiers—CAPES, Council for Area Planning of Educational Services, Waubensee Community College

Although public community colleges have a better enrollment future than other institutions of higher education, the rapid growth rates of the past will not continue into the future. Furthermore, higher education can no longer expect the same increases in its share of federal monies that it enjoyed in the sixties. Considering these facts, and the fact that educational costs rise faster than the economy as a whole since there are no increases in productivity accompanying increases in salaries, it is evident that community colleges face a great challenge to cut expenditures in an attempt to do more with less. Through its participation in CAPES (Council for Area Planning of Educational Services), Waubensee Community College (WCC) has attempted to do more with less by avoiding unnecessary duplication and encouraging shared facilities and programs. CAPES includes educational institutions at all levels, from elementary schools to a university; it also includes public and private institutions and formal as well as informal educational institutions. This document reviews the founding, organization, successes, and failures of CAPES. It also reviews enrollment and financial projections for higher education in general, and for community colleges in particular, for the remainder of the twentieth century. (DC)

ED 119 792 JC 760 185

Vojtisek, James R.

A Survey of Student Reactions to Waubensee Community College.

Waubensee Community Coll., Sugar Grove, Ill.

Pub Date Dec 75

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—College Faculty, College Instruction, Community Colleges, Educational Assessment, Institutional Research, *Junior Colleges, *Participant Satisfaction, Student Attitudes, *Student College Relationship, *Student Reaction

Identifiers—*Student Reaction To College, Waubensee Community College

In order to gain an overall view of student attitudes toward Waubensee Community College (WCC), determine the strong and weak aspects of WCC, and provide a data base for later comparisons, a standard Educational Testing Service survey instrument was administered to a random sample of about 650 WCC students. The survey instrument used was Student Reaction to College which consists of 150 items which students rank on a three, four, or five point scale. WCC added an additional 14 locally generated items, and eight items designed to elicit descriptive characteristics of the sample (age, race, number of credits, etc.). The item generally fell into 10 categories: instruction and classroom experience, studying, student goals and planning, counseling and advising, administration regulations, class scheduling and registration, student activities, living, faculty contact, and library and bookstore. The instruction and classroom experience category contained the greatest number of items (47). Although students were generally pleased with the presentation of class material, some said that teachers do not gear their instruction to student interests and abilities. Overall the college received a favorable rating. Tabulated data are appended. (NHM)

ED 119 793 JC 760 186

Personnel Files in Two-Year Contracts.

City Univ. of New York, N.Y. Bernard Baruch

Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date 76

Note—5p.

Journal Cit—The National Center for the Study of Collective Bargaining in Higher Education Newsletter; v4 n1-4 Jan/Feb 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Collective Bargaining, College Faculty, Community Colleges, *Confidential Records, *Contracts, Higher Education, *Junior Colleges, *Personnel Data, Unions
Identifiers—Personnel Files

Eighty-three public two-year college collective bargaining contracts and 47 four-year college contracts in 13 states and the District of Columbia were reviewed to examine references to personnel files. Sixty-six (80 percent) of the two-year contracts contained such clauses, as opposed to 23 of the four-year contracts. This paper catalogues the provisions of the clauses in the two-year college contracts. Fifty-five of the 66 contracts guarantee access to the file for the individual faculty member. Thirty-eight specifically give faculty members the right to respond to material in the file. Twenty-two give faculty the right to reproduce documents found in the personnel file. Nine attempt to specifically list material to be included in the file. Twenty-eight require that any material concerned with grievance activity by faculty members must be kept separately from the file, and that the file may not record any information about grievances. Eight contain provisions which allow faculty members to apply to have reprimands removed from their files after a specified period of time. Twenty make reference to the establishment of one central filing system. Data are organized into three tables, which also specify the agent affiliation of the 66 contracts. (Author/NHM)

ED 119 794 JC 760 188

Rosella, John D.

Effects of the Basic Studies Program on the Scholastic Performance of a Selected Group of Low-Achieving Students Enrolled at Bucks County Community College During the 1973-1974 Academic Year.

Bucks County Community Coll., Newtown, Pa.
 Pub Date 14 Feb 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Basic Skills, Behavior Change, Changing Attitudes, Community Colleges, Counseling, Grade Point Average, *Junior Colleges, *Low Achievers, Negative Attitudes, *Persistence, *Program Effectiveness, *Remedial Programs, Student Attitudes

Identifiers—Bucks County Community College
 Bucks County Community College's Department of Basic Studies is a comprehensive developmental education program which involves work for credit in basic academic skills—reading and study skills, writing and mathematics. In addition, special counseling is given to students in order to change negative habits and attitudes, and to develop a more positive self-image. During the 1973-74 academic year, a study was conducted to determine the effect of the Basic Studies Program. Students included in the study ranked in the bottom 40 percent of their high school graduating class and scored at the 25th percentile or below on the Comparative Guidance and Placement Test. This study contrasts 86 students participating in the Basic Studies Program (experimental group) with 97 nonparticipants (control group). The average GPA earned by the experimental group was 2.285, while the control group earned an average GPA of 1.77, a difference which was statistically significant. While 75 (87 percent) of the experimental group participants returned to Bucks for the fall 1974 semester, only 59 (61 percent) of the control group returned. The experimental group also proved to be more successful in English Composition I and mathematics than the control group. They more frequently earned grades of "C" or better, and showed more persistence. Tables of data are appended. (NHM)

ED 119 795 JC 760 189

Establishing Community Advisement Centers: A Proposal.

California State Postsecondary Education Commission, Sacramento.

Report No.—CommissionR-76-2

Pub Date Feb 76

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Adult Counseling, Career Planning, *Community Information Services, *Community Service Programs, Educational Guidance, Educational Opportunities, Educational Testing, *Guidance Centers, *Guidance Counseling, Information Centers, Occupational

Information, Postsecondary Education, State Programs, Vocational Interests

Identifiers—*California

In 1974, the California legislature directed the California Postsecondary Education Commission to develop a plan for establishing independent postsecondary education counseling centers to serve California residents not enrolled in a college or high school. On the basis of interviews, a review of the literature, and site visits to existing counseling centers, the Commission developed three alternative plans for pilot advisement centers. Each center would provide: (1) a comprehensive testing program to enable clients to assess their educational strengths and weaknesses, career skills, and interests; (2) current information and advice on all public and private postsecondary education opportunities in California; (3) information and counseling about career options, requirements, and opportunities in the state; (4) information on costs of education and opportunities for financial aid; (5) current information about special programs (such as child care) or services of educational institutions and agencies in the community; and (6) a referral service to help clients obtain needed counseling information not directly provided by the center. Included in the proposal is a plan for an information system which would help coordinate and disseminate existing information about local opportunities, programs, and services. (Author/DC)

ED 119 796 JC 760 190

Race, Harry C.

The Development of a Model to Demonstrate the Effect of Changing Enrollment on the Cost Per Student Enrolled in Selected Courses and Colleges in the Virginia Community College System.

Pub Date Mar 74

Note—129p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University.

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-23,825, MF \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Community Colleges, Cost Effectiveness, *Courses, Doctoral Theses, Educational Finance, Enrollment Rate, Estimated Costs, *Expenditure Per Student, Income, *Junior Colleges, *Models, *Unit Costs

Identifiers—*Virginia Community College System

This study was designed to develop and test a model which can be used to determine the operating costs by subject area for colleges in the Virginia Community College System. The model provides a graphic analysis of the cost of offering a subject and the income derived as enrollment in each section of the course is varied. By projecting the enrollment to any number of students desired, it is possible to make evaluations and comparisons of operating costs that could not be determined by other methods. The model may be used for intra-institutional or inter-institutional studies. (Author/DC)

ED 119 797 JC 760 191

Long-Range Self-Study, 1975-1985.

Williamsport Area Community Coll., Pa.

Pub Date Dec 75

Note—248p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—College Administration, Community Colleges, Curriculum Design, *Decentralization, *Educational Assessment, Educational Needs, *Educational Objectives, Educational Planning, Enrollment Projections, *Junior Colleges, *Master Plans, School Community Relationship, Vocational Education

Identifiers—Pennsylvania (Williamsport), *Williamsport Area Community College

This self-study contains recommendations and objectives for Williamsport Area Community College (WACC), a one-campus, vocational-technical oriented college in an industrial community in Pennsylvania. The methodology employed in producing this self-study is intended to form the framework for a continuous learning-oriented short and long-range planning process. This document presents the history and present status of WACC, and develops a new philosophy and mission statement, institution and unit goals and objectives. It recommends that WACC make its educational programs more accessible to all citizens within its ten-county service area by decentralizing services to three main regional centers. Four different enrollment projections are

made, for each of the major college programs. Overall, assuming the initiation of the three campus approach, it is estimated that WACC could offer services to over 13,000 people (4,789 FTE) by 1985, a 30 percent increase over 1975. A major goal is to develop as a statewide career education model, coordinating career development and preparation through secondary, postsecondary and community education services. Also reviewed are WACC's educational programs and services, support services, staff development programs, and physical and financial resources. (Author/NHM)

ED 119 798 JC 760 192

Cohen, Arthur M.

New Degrees for Old Faculty?

Pub Date 14 Nov 75

Note—17p.; Adapted from a speech to the New York State Education Department, Doctor of Arts Conference, (New York University, November 14, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*College Faculty, Community Colleges, Doctoral Degrees, *Doctoral Programs, *Junior Colleges, *Program Design

Based on a literature review and a recently-conducted nationwide survey of the community college humanities faculty, this paper reviews the demand for doctoral degrees and recommends ways of structuring doctoral programs for community college instructors. Since the demand for new community college faculty is dropping off, and since many persons already holding two-year college teaching positions desire further preparation, universities should design their doctoral programs for the latter group. Greater success will be enjoyed if the program allows its students to retain their positions by studying in their home area and at their own pace. It is also important that doctoral programs for community college instructors attempt to straddle disciplines wherever possible. It is further recommended that such programs: (1) offer classes, workshops, modules, and lectures on the community college campus itself, (2) involve community college faculty members as clinical professors, (3) appoint a program head to take responsibility for all aspects of the program, (4) provide a component to assist two-year college division and department chairpersons to be supervisors and coordinators of curriculum and instruction, and (5) provide courses for those faculty interested in professional upgrading but not in the degree. (DC)

ED 119 799 JC 760 194

Tollefson, Terrence Alfred

An Assessment of Goals and Major Policies of the North Carolina Community College System as a Basis for Long-Range Planning.

Pub Date 75

Note—288p.; Ed.D. Dissertation, University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,464, MF \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Administrator Attitudes, *College Role, Community Colleges, Doctoral Theses, Educational Assessment, *Educational Objectives, Educational Philosophy, *Educational Policy, *Junior Colleges, Literature Reviews, Public Opinion, State Surveys, *Statewide Planning, Student Opinion, Technical Institutes

Identifiers—*North Carolina Community College System

This study developed recommendations for needed changes in goals and major policies of the North Carolina Community College System. Designed to improve long-range planning, such proposed changes reflected a review of related national and North Carolina literature and a survey of 765 persons in 10 North Carolina population groups. The groups surveyed were: (1) members of the State Board of Education, (2) top administrators in the North Carolina Department of Community Colleges, (3) community college/technical institute presidents, (4) chairmen of local boards of trustees, (5) division and department chairmen with instructional responsibilities, (6) state representatives, (7) state senators, (8) members of the North Carolina Council on State Goals and Policy, (9) top business executives throughout the state, and (10) students enrolled in the community colleges/technical institutes. The response rate was 54.3 percent. The results included rank orders of importance, ac-

complishment, and perceived "gaps" between importance and accomplishment of 25 possible goal statements. The questionnaire and a bibliography are appended. (Author/DC)

FD 119 800 JC 760 195

Grace, Jane Lee, Glenda E.

Work Values of Community College Students.

Middlesex Community Coll., Bedford, Mass.

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, *College Majors, Community Colleges, Junior Colleges, *Junior College Students, Motivation, Occupational Aspiration, *Personal Values, Predictive Validity, *Sex Differences, Student Attitudes, *Work Attitudes

Identifiers—*Work Values Inventory

In order to determine if there are differences in the work values of two-year college students among various vocational/occupational majors, Super's Work Values Inventory was administered to 391 freshmen entering Middlesex Community College in the fall of 1973. Among the 127 males and 268 females surveyed, there were 178 liberal arts majors, 73 secretarial majors, 53 allied health majors, and 87 business administration majors. Altruism was shown to be positively related to being female, perhaps due to the dominance of females in allied health programs. Economic Return was positively related to being male, especially for those in the business administration program. Liberal arts males tended to be more altruistic and security minded. The secretarial group showed a high value orientation to Surroundings, but also rated Economic Return and Supervisory Relations as important. Another aspect of this study examined the effectiveness of the Work Values Inventory in predicting college grades, as compared to the predictive effectiveness of high school grades. For a majority of open-admissions programs, measurement of work values is a better predictor of community college success than high school grade point average, since work values are an important dimension of the motivation variable. (Author/NHM)

ED 119 801 JC 760 196

Gordon, Dennis

The Transfer Credit Problem: Can Accountants

Add 2 + 2?

Pub Date 7 Dec 75

Note—12p.; Speech presented at the meeting of the American Accounting Association (Anaheim, California, December 7, 1975). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, *Articulation (Program), *Business Subjects, Community Colleges, *Equivalency Tests, Inservice Teacher Education, *Interinstitutional Cooperation, Junior Colleges, Staff Improvement

Students in intensive two-year college accounting programs often encounter difficulties in trying to transfer to four-year college accounting programs. Courses such as auditing and taxation, which according to American Association of Collegiate Schools of Business (AACSB) standards, should be taken in the third or fourth year of a four-year program, are not usually transferable. The most effective resolution of this problem occurs on the local level, where the two-year colleges meet with the universities to which their students transfer, and reach a mutually satisfactory agreement. Where appropriate, proficiency examination should be given to validate credit. The goal should be to minimize these examinations once the four-year school knows the quality of the students it receives. Other possible solutions to the problem include: student transfer to a related department such as finance or management, rather than to an accounting program; counseling potential transfer students to avoid intensive specialization in accounting, choosing instead a related major, such as data processing. While the national professional accounting associations have been highly influential in establishing standards for four-year accounting programs, they have shown little regard for the needs of two-year college transfer students, or for the professional development of two-year college accounting teachers. (Author/NHM)

ED 119 802

Hilleary, Louis Francis, Jr.

Extended Access Systems for Instructional Television and Other Media in Community Colleges.

Pub Date Sep 74

Note—167p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,540, MF \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—*Administrative Organization, Community Colleges, *Delivery Systems, Doctoral Theses, *Educational Television, *Instructional Media, *Junior Colleges, Literature Reviews, Program Planning, State of the Art Reviews

This study was designed to develop guidelines for planning and organizing media oriented extended access systems in community colleges. In order to determine the current status of media oriented extended access (off-campus) instruction, a questionnaire was sent to all community college districts in the United States with 5,000 or more enrollments, or to the largest district in the state in the event that no district had 5,000 students. On the basis of the results of this questionnaire, 11 districts were selected for site visits, during which a survey was conducted to ascertain the planning and organizing procedures utilized. Finally, seven administrators of such programs were asked to recommend desirable policies, procedures, and organizational structures. Following a literature review, this dissertation presents the results of these various studies. It includes a state-of-the-art review of the media oriented extended access instructional programs in community colleges, a review of the planning and organizing procedures currently utilized in such programs, and a list of the recommendations of the seven selected administrators. Also included are the author's conclusions and recommendations, and a bibliography. (DC)

ED 119 803

Alley, Joe K.

One Man's Opinion.

York Coll., Nebr.

Pub Date 23 Feb 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Church Related Colleges, Educational Finance, Educational History, *Expenditures, Federal Aid, *Financial Needs, Financial Support, Junior Colleges, Operating Expenses, Private Colleges, *Private Financial Support, Publicize, *Public Relations

Identifiers—York College

Funds for York College, a small, church-affiliated liberal arts college in Nebraska, are primarily derived from many small contributions from private donors. The government has supplied funds for buildings and limited academic work. The major fund-raising activity has been a very successful annual fund drive, but York has been unable to obtain funds from foundations and corporations. It is recommended that York develop an adequate public relations system, which should bolster fund-raising, increase admissions, and allow the academic area to develop adequately. For York College to avoid serious financial difficulty, a system must be developed which will discourage deficit spending. A table is provided which identifies percentages of budget expenditures in the areas of student services, academic, physical plant, and other areas for fiscal year 1974-75. (NHM)

ED 119 804 95

Schickling, Clarice And Others

A Guide for Foodservice Education; Health Care; Community Care and School Feeding in California. Dietetic Service Supervision Curriculum Guide.

California Community Colleges, Sacramento. Office of the Chancellor; Coast Community Coll. District, Costa Mesa, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—128p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, *Course Descriptions, Curriculum Development, *Curriculum Guides, *Dietitians, *Food Service Oc-

JC 760 197

cupations, Food Service Workers, *Junior Colleges, Program Evaluation, Vocational Education

Identifiers—California

This curriculum guide is intended to help California community college educators understand and develop a vocational program in health care, community care, and school food service. It establishes the general need for such a program, and provides guidelines to help educators determine if there is a need for such a program in their geographic location. Guidelines on program implementation, how to meet government and professional association standards, and how to evaluate the programs are also provided. The curriculum guide divides the vocational program into five job titles, which in ascending order of responsibility, include: Food Service Assistant I, Food Service Assistant II, Dietetic Assistant I, Dietetic Assistant II, and Dietetic Technician. A suggested core curriculum is provided, along with additional suggested course offerings for each of the job titles. A full job description, and a list of job functions are offered for each job title, and course descriptions, including learning objectives and suggested texts are provided. Appended are instructions on how to use the course outlines, a list of colleges in California currently offering some or all of the program, a sample survey instrument, sources of assistance for program development, and a bibliography. (Author/NHM)

PS

ED 119 805

Nash, Lola B. Seitz, Victoria

Long-Term Motivational-Cognitive Effects of Day Care. Final Report.

Yale Univ., New Haven, Conn.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-292

Pub Date [75]

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Cognitive Ability, Comparative Analysis, Conceptual Tempo, Curiosity, *Day Care Programs, *Early Childhood Education, Enrichment Programs, Kindergarten, Kindergarten Children, Longitudinal Studies, Low Income Groups, Negroes, Preschool Children, Preschool Tests, *Program Evaluation, *Student Motivation, Verbal Ability

Identifiers—*Project Head Start

This longitudinal study examined the effects of one year of full-day Head Start day care experiences on the long-term motivational and cognitive changes in 29 low-income black children aged 51-61 months. The children were separated into two groups; one attended a full-day kindergarten similar to Head Start, and the other was sent to half-day public kindergarten. A control group, composed of 20 children who attended private nursery school and subsequently attended kindergartens in their own neighborhoods, was also used. During the day care program and through the middle of the first grade year, data were collected in seven time periods for three areas of motivational/cognitive interaction: (1) changes in the relationship between personal interaction variables, (2) changes in intrinsic need to interact effectively and competently with the environment, and (3) changes in the impulsivity/reflectivity dimension. Comparison of the data from the two experimental groups showed little indication that the kindergarten program had produced significant effects; the small effects shown late in the year would have required an extension of the program for verification. However, there were no indications of fade-out effects of Head Start for either group. In addition, the disadvantaged groups performed comparably to the economically advantaged group except on tests which depended on high verbal ability. (GO)

ED 119 806

Fein, Greta G. Robertson, Anne

Cognitive and Social Dimensions of Pretending in Two-Year-Olds.

Yale Univ., New Haven, Conn.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-98

Pub Date 74

PS 008 273

PS 008 279

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Age Differences, *Cognitive Development, Fantasy, Imagination, *Infants, *Interaction Process Analysis, *Play, *Pretend Play, Sex Differences, *Toys

This study recorded the pretend play behavior of a total of 22 boys and girls aged 20 and 26 months to determine the effects of age, sex, toy type, and order of toy presentation on the amount of pretending observed during two home visits. Each visit consisted of three segments: two play episodes of 10 minutes each and an intervening segment of approximately 40 minutes in which each child performed on standard cognitive tasks. During the play episodes each child was presented with high prototypical toys and less prototypical toys. An observer continuously tracked the child's activities on a tape recorder with a 10-second time base and a coded observation schedule; the tapes were transcribed to obtain for each play episode measures of "pretend frequency," "variation on pretend," and "total play activity." Results indicate that (1) although pretending with less prototypical toys was depressed when children were 20 months of age, it increased with age for both sexes; (2) with highly prototypical materials, girls' pretending increased between 20 and 26 months of age, whereas boys' pretending decreased; and (3) pretending increased as children became more familiar with the situation. These findings are discussed in terms of theoretical formulations which interpret early pretending as an index of the child's acquisition of mental representations which code objects, activities, and social rules. (GO)

ED 119 807 24 PS 008 325
 Katz, Lilian G.

Second Collection of Papers for Teachers.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date Oct 75

Note—72p.; For the first "Collection of Papers for Teachers," see ED 088 592

Available from—Publications Office/I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog 140, \$2.80)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Cognitive Development, *Early Childhood Education, *Educational Objectives, *Educational Philosophy, *Educational Theories, Information Dissemination, Parent Participation, Preschool Programs, Teacher Behavior, *Teacher Education, Teachers, Teaching Techniques

Theoretical issues of concern to teachers in early childhood education are discussed in this collection of four papers titled: "Some Generic Principles of Teaching," "Psychological Development and Education in Early Childhood," "Teachers as Consumers of Educational Information," and "Notes on the Distinction between Education and Excitement." The first paper enumerates four principles of teaching: (1) the principle of congruity, (2) the principle of knowing the learner's understanding of what is to be learned, (3) the principle of timing, and (4) the principle of sociointellectual ambience. The second paper outlines those factors which affect preschool expansion, defines 'preschool program', and describes the parameters of the preschool program. Possible errors which emerged as a result of the emphasis on 'enrichment' are discussed, and it is suggested that a major goal for preschool education is to help children make sense of their own everyday experiences. The third paper discusses selling and informing models of information dissemination and contrasts the style, format and treatment of the same information in two publications. The final paper suggests that teachers develop activities that children will find satisfying over a long period of time rather than momentarily exciting. (GO)

ED 119 808 PS 008 330

Sauer, Ruth Barngrove
 Handicapped Children and Day Care. Revised and Updated Second Edition.

Bank Street Coll. of Education, New York, N.Y.
 Pub Date Mar 75

Note—90p.; Some pages may reproduce poorly due to light print original

Available from—Bookstore, Bank Street College of Education, 610 West 112th Street, New York, New York 10025 (Paper, \$5.50 plus \$0.75 postage and handling)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—Community Agencies (Public), Community Resources, *Day Care Programs, Discriminatory Attitudes (Social), *Early Childhood Education, Financial Support, *Handicapped Children, Learning Disabilities, Parent Participation, Physical Handicaps, *Program Development, Program Planning, *Regular Class Placement

Identifiers—New York (New York), *Project Head Start

This handbook offers guidance to parents and staff in developing day care programs which include handicapped children. In Section 1 of the handbook, terms commonly used to describe disabilities are defined. Section 2 presents a picture of the current situation in New York City regarding attitudes toward handicapped children and options for their education. The basic issues to be faced by any day care center wishing to integrate handicapped children into existing programs are discussed in Section 3. Existing integrated and specialized programs, city agencies concerned with education of the handicapped, and additional community resources in New York City are identified in Section 4; and funding sources for programs for young handicapped children in the New York City area are described in Section 5. Two brief papers found in Section 6 provide personal accounts of experiences in integrated and specialized day care programs. (ED)

ED 119 809 PS 008 331

Winger, W. Gary

Child Care: '76 and Beyond: The Design and Management of Systems for Supplying Child Care and Supportive Child Development Services in the East Metropolitan Area.

Greater St. Paul Council for Coordinated Child Care, Minn.

Pub Date Dec 74

Note—109p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—*Child Care, Community Study, Consultation Programs, *Day Care Services, *Delivery Systems, Demography, Management Systems, Needs Assessment, *Program Design, Research Proposals, *Systems Development, Trend Analysis, Working Papers

Identifiers—*Greater Saint Paul Council Coordinated Child Care

This project describes the proposed design and management of systems for supplying child care and supportive services in the East Metropolitan Area of St. Paul, Minnesota, and addresses the general problem of the increased need and demand for formal child care services. The stated goal of the project is to assure child care services which are conducive to the optimal growth and development of all children needing such care. The attainment of this goal is seen as involving the development of dual service systems, one system supplying formal child care services and the other system supplying supportive child development services. Objectives for the child care service system are to be met in two phases: Phase I, establishing a child care service unit, involving essential public, private, employer, union, parent and professional interests, establishing baseline data for use in forecasting demand, and recommending the implementation of a tested system for supplying formal services to meet parent demands; and Phase II supplying the formal services needed and assisting other areas in replicating the system. Objectives of the supportive child development system are to identify the needs of parents, children, and caregivers, and to plan and secure funding for a system capable of supplying the comprehensive and consultative services required. (GO)

ED 119 810 PS 008 338

Collaborative Assessment: A Position.

Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—Pub-2.0874-1

Pub Date 19 Aug 74

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Child Care Workers, Community Involvement, Consortia, *Evaluation Methods,

Graduation Requirements, *Negro Attitudes, *Performance Based Education, Qualifications, *Student Evaluation

Identifiers—Black Advisory Task Force, *Child Development Associates

This paper, presented by the Black Advisory Task Force to the Child Development Associate (CDA) Consortium, reports on the development of the "collaborative process" approach to the examination and credentialing of CDA candidates. The collaborative approach was designed to be free from racial bias, to be predictive of job performance, and to be a relevant and workable assessment process. The fundamental assumptions underlying collaborative assessment are outlined, and three essential features of the collaborative assessment process are described: (1) evaluation of the candidate's performance with children in the child care center where she or he works, (2) responsibility and control by the CDA candidate over some parts of the process, and (3) development of a community assessment team incorporating perspectives of parents, center professionals and external professionals to provide continuing feedback to the candidate and finally to judge the candidate's competence. It is concluded that collaborative training and collaborative assessment on this model should proceed together, and that this training assessment method can be proposed as a viable alternative to traditional methods. (GO)

ED 119 811 PS 008 344

Miller, Dolores J. And Others

Developmental Study of Serial Habituation.

Pub Date Aug 75

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cross Sectional Studies, *Dimensional Preference, *Discrimination Learning, *Eye Fixations, Infant Behavior, *Infants, Longitudinal Studies, Research, *Visual Stimuli

Identifiers—Information Processing (Psychological), *Serial Habituation

This study examines serial habituation in a sample of 54 infants aged 2, 3, and 4 months to determine whether age changes are partially a function of different "strategies" rather than simply different rates of habituation. The serial habituation hypothesis proposes that attention and habituation of attention proceed in order of the relative saliencies of cues. This hypothesis was examined cross sectionally, longitudinally within subjects, and longitudinally between subjects (by cohorts) using a traditional habituation paradigm. Individual components of the standard stimulus were displayed before and after successive exposures of the standard for familiarization. Relative saliencies of the individual components for each child were indexed by measuring the degree of response produced by the initial presentation. When pre- and post-exposure fixation times were compared, it appeared that for all ages habituation was underway to the parts of the stimulus in order of the relative saliencies in agreement with the serial habituation hypothesis. The data were also found to be fairly consistent across methodologies, suggesting that results were not a product of a particular experimental design. In addition, it was found that while the order of interaction with components is in agreement with the serial habituation hypothesis, apparent differences between groups of "fast habituators" and "slow habituators" lend some validity to the idea that rate of habituation may be an index of information processing or efficiency. (Author/GO)

ED 119 812 PS 008 349

Damon, William

Measurement and Social Development.

Pub Date 1 Sep 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 - September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum Research, *Elementary Education, Elementary School Students, *Moral Development, Preschool Children, *Preschool Education, Social Development, *Social Maturity, *Test Interpretation

Identifiers—*Kohlberg

This paper describes the development of measures of young children's social thinking, particularly as applied to moral problems. The Kohlberg procedure of presenting problems and dilemmas to children was adopted, but the Kohlberg dilemmas were found to seem remote to children younger than 10 years of age, and incomprehensible to children younger than 6 years of age. Adaptation of the dilemmas was approached by first determining the central features of a young child's social life and then designing problems accordingly. Four central concerns were distinguished in the social-moral universe of a young child: (1) concerns of "positive justice," including problems like why and how one should share with others; (2) concerns of authority; (3) concerns of responsibility and blame; and (4) concerns of social convention and custom. A distinct sequence of stages is described through which each of the conceptual concerns develops in children between ages 4 and 10. The measurement of social-conceptual development in preschool and elementary school children is discussed, and it is suggested that engaging children in a real situation with practical consequences for them may be more meaningful than instructing them at the hypothetical-verbal level. (GO)

ED 119 813 PS 008 350

Haefner, James E. And Others

The Measurement of Advertising Impact on Children.

Pub Date Aug 75

Note—30p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Occasional light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Age Differences, Attention, Behavior Change, *Changing Attitudes, *Credibility, *Elementary Education, *Parent Child Relationship, Post Testing, Pretests, Propaganda, Questionnaires, Recall (Psychological), *Television Commercials

Identifiers—*Advertising Effectiveness

This study examined the impact on children of two deceptive and two non-deceptive 60-second color commercials inserted in a 25-minute film. The ads were rated as deceptive or non-deceptive by attorneys at the Federal Trade Commission. A total of 102 students aged 11 to 13 and 34 students aged 7 viewed the film with the ads inserted. Pre- and post-questionnaires were administered to all students before and after the film session to determine any changes in acceptance of beliefs contained in the commercials, in attitudes, or in behavioral intentions. The posttest included recall items to indicate whether children attended to the commercials. The pretest for the older children also included items designed to measure family communications. Results indicated high recall of brand for all age groups and little if any relationship between program liking and reaction to the commercials. The children were influenced to change their levels of acceptance of the beliefs contained in the commercials; this effect was weakest in children who came from families which stressed questioning in family communications. Younger children showed shifts in beliefs produced by both deceptive and non-deceptive ads, but older children were persuaded only by one deceptive commercial. No direct impact was found on brand attitudes or on intentions. (GO)

ED 119 814 PS 008 359

Carroll, E. Caroline

Validation Guide for Field Testing Texas Child Development Associate (CDA) Instructional Materials.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Pub Date 1 Jul 75

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Child Care Workers, College Programs, *Curriculum Evaluation, Early Childhood Education, *Educational Programs, Evaluation Methods, Instructional Programs, *Performance Based Education, *Pilot Projects, Preschool Education, Program Coordination, Program Development, Questionnaires, Student Evaluation

Identifiers—*Child Development Associates Texas

This manual outlines the process for evaluating a series of instructional materials for college-

based training of the Child Development Associate (CDA) in Texas. Chapter 1 offers a discussion of the need for child care worker training in Texas and provides background information on the development of both the national and the Texas CDA pilot training programs. In Chapter 2, the issue of evaluation is discussed: why it is necessary, what and who is involved, how it is to be done, and what benefits are derived from it. The operational procedures of the evaluation process for Texas CDA pilot training materials are outlined in Chapter 3. Appendices include instructions to the trainee on personal portfolio preparation and questionnaire forms for trainees and trainers to evaluate the programs and modules. Charts are used throughout the manual as illustration for the text. (ED)

ED 119 815 PS 008 361

Friedrich, Lynette Kohn And Others

The Effects of Prosocial Television and Environmental Conditions on Preschool Children.

Pub Date Sep 75

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Behavior Change, Films, Interpersonal Relationship, *Peer Relationship, Preschool Children, *Preschool Education, *Prosocial Behavior, *Teaching Styles, *Television Viewing, Toys

Identifiers—Misterogers Neighborhood, Project Head Start

This study examined the effects of prosocial television programming and environmental conditions on positive interpersonal behavior of preschool children with their peers. Subjects, 3- to 5-year-olds from 13 Head Start classes, were assigned in class groups to one of four experimental treatments: (1) viewing neutral films and playing with irrelevant play materials (i.e., materials as devoid of prosocial content as possible), (2) viewing prosocial television and playing with irrelevant materials, (3) viewing prosocial television and playing with relevant materials (those with prosocial content), and (4) viewing prosocial television and playing with relevant materials under the supervision of specially trained teachers. Baseline data were collected on classroom organization and student-teacher affective relationship, and classes were categorized as "high structure" (high organization/low teacher warmth) or "low structure" (low organization/high teacher warmth). Following experimental treatments, observations of children's natural behavior in ongoing class activities were made using four observational categories: positive social interaction with peers, verbal interaction with peers, imaginative play, and nonverbal interaction with peers. Results indicate that the most consistent effects on positive social interaction with peers and imaginative play occurred in the condition that combined prosocial television, related play materials and teacher training and involvement. Low structure classrooms were the most conducive to obtaining positive effects on social behavior. (GO)

ED 119 816 PS 008 363

Farnsworth, Linda L. And Others

Reading Disabilities Prevention in Five Year Olds: A Case of Development X Treatment Interaction.

Pub Date Mar 75

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Early Childhood Education, *Educational Diagnosis, *Grade 1, Intellectual Development, Intervention, *Kindergarten, Kindergarten Children, Motor Development, *Reading Difficulty, *Reading Readiness Tests, Screening Tests, Sex Differences, Student Evaluation

A total of 211 kindergarten children, aged 63 to 81 months, were classified into two groups according to the risk of failure in first grade predicted for them on the basis of their performance on the Wide Range Achievement Test (WRAT) and the Draw a Person (DAP) test. According to prediction, Group I children without intervention would probably fail at learning to read, and

Group II children would read with no unusual difficulty. A diagnostic/prescriptive program was designed for each child in each group and implemented through the kindergarten year; however, Group I children received more intensive individualized attention than Group II children. At the end of the year the children were reassessed and reassigned to risk groups, and the data were compared to data obtained in other kindergartens. Results showed that risk status is related to level of development, but not to age or sex. There is tentative evidence to suggest that readiness for success in Grade 1 depends upon development as well as kindergarten training. Correlation between development and risk may point to reasons why (of the "at risk" children who profited most from prescriptive education in kindergarten) the boys performed at levels below those of their female classmates at the end of the year. Little variance in risk status was explained by DAP, which was negatively correlated with reading readiness and fine motor control. (GO)

ED 119 817 PS 008 364

Gorn, Gerald J. Goldberg, Marvin E.

Children's Reactions to Television Advertising for Toys.

Pub Date [74]

Note—24p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Changing Attitudes, *Elementary Education, *Elementary School Students, *Expectation, *Motivation, Persistence, Personality Theories, Personal Values, *Television Commercials, Toys

Identifiers—*Dissonance Theory

This study investigated both the effects of expectancy and TV commercials using an expectancy-value model. In a 3 x 5 factorial design, eight- to ten-year-old boys (N=133) were presented with low, moderate or high expectancies of winning a toy, followed by exposure to 0, 1 or 3 repetitions of a TV commercial for the toy. High expectancy led to both more favorable attitudes toward the toy and increased persistence at an insoluble task to win the toy, suggesting that in some situations dissonance theory may be more appropriate than achievement motivation theory in understanding how expectancy affects attitudes and motivated behavior. Compared to 0 commercials, one commercial produced a more favorable attitude and increased persistence at the task. There was no significant difference between the effects of 1 and 3 commercials. Lack of interaction suggested that expectancy and value may be additive rather than multiplicative. (Author/GO)

ED 119 818 PS 008 365

Goldberg, Marvin E. Gorn, Gerald J.

Television's Impact: Changing Children's Attitudes in a Prosocial Direction.

Pub Date [74]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Changing Attitudes, Cultural Factors, Preschool Children, *Preschool Education, *Prosocial Behavior, Race Relations, *Racial Attitudes, *Television Research, *Television Viewing

Identifiers—Canada

This paper discusses a recent study of the effect of television on racial and cultural attitudes of English Speaking Canadian preschool children, and describes a project planned to assess the interest value of a new prosocial documentary program and the program's effect on attitudes of 9- to 12-year-olds. The study already conducted had two parts. The first part examined whether a series of inserts into Sesame Street programs depicting children of other races in ethnic and integrated settings would result in more favorable attitudes toward children of other races. It was found that the English Canadian subjects preferred to play with nonwhite children rather than whites following the insert viewing. The second part of the study examined whether favorable attitudes toward French Canadian children would be achieved by depicting an attractive French Canadian child as central character in the inserts. Again, favorable attitudes were found following viewing. The planned study attempts to overcome a previous weakness in the research, which by using captive audiences gives results of limited generality. The plan is to assess the level of interest that 9- to 12-year-olds have in a prosocial documentary-type program which is intended to familiarize them with children of other races.

Measures of attitude change will be taken after viewing as well as after discussion and writing about the film, to find out whether attitude change is enhanced by students' active involvement and rehearsal. (GO)

ED 119 819 PS 008 368

Shure, Myrna B. Spivack, George
A Preventive Mental Health Program for Young "Inner City" Children: The Second (Kindergarten) Year.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 75

Grant—NIMH-5-R01-MH-20372

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cognitive Processes, *Conceptual Tempo, *Early Childhood Education, *Interpersonal Problems, Kindergarten Children, *Mental Health, Peer Relationship, Preschool Children, Problem Solving, Student Adjustment, Student Behavior, *Training Techniques
Identifiers—*Cognitive Style

This report presents the results of the second year of a training program designed to help preschool kindergarten children who are deficient in interpersonal cognitive problem-solving (ICPS) skills. The ICPS skills have been demonstrated to indicate good or poor behavioral adjustment, defined in terms of the reflectivity/impulsivity dimension of behavior. The training was intended to teach children how to think and help them develop a problem-solving thinking "style" for coping with everyday interpersonal problems. Subjects were 69 entering kindergartners who had received ICPS training in nursery school and 62 kindergartners who had not. The trained group was divided into a retraining group (N=39) and a control group (N=30), and the previously untrained group was divided into a training group (N=35) and an untrained group (N=27). Each group was administered the Preschool Interpersonal Problem Solving Test (PIPS) at the end of nursery school and kindergarten. Children trained in nursery school but not in kindergarten conceptualized a significantly greater number of solutions to interpersonal problems than untrained children after nursery school, and showed no significant loss over the following year. One year of training was found to be as beneficial as two with respect to behavioral adjustment, and findings suggested that early nursery intervention is optimal. Possible reasons for the efficacy of training in ICPS skills are discussed. (GO)

ED 119 820 PS 008 369

Rubin, Rosalyn A. And Others
The Relationship of Maternal and Infant Variables to School Readiness.

Minnesota Univ., Minneapolis.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.
Pub Date Aug 75

Grant—OEG-32-33-0402-620

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Tables 1a and 1b are of marginal legibility due to small print size of original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age Differences, Analysis of Variance, Birth Order, *Infants, Intelligence Differences, *Learning Readiness, *Mothers, Motor Development, Perceptual Development, *Predictor Variables, Prenatal Influences, *School Readiness Tests, Socioeconomic Background, Socioeconomic Influences
Identifiers—*Mother Infant Dyad

A prospective longitudinal investigation related 76 maternal and infant variables to performance on the Metropolitan Readiness Tests (MRT) at age six. The 1,245 study subjects have been followed since birth. Their distribution on measures of intelligence and socioeconomic status is essentially normal. Subjects with high MRT scores were found to differ significantly from subjects with low MRT scores on 20 maternal and infant characteristics. Low readiness scores were found associated with higher total number of abnormalities at birth, more manifest abnormal skin conditions at birth, lower scores on measures of mental

and motor development at 8 months and more neurological abnormalities at 1 year of age. Mothers of low readiness subjects were in general older, of lower socioeconomic status, and had had more pregnancies than mothers of high readiness subjects. When all 76 variables were used to predict readiness scores for the total sample, the resulting multiple correlation coefficient of .57 accounted for 33 percent of the variance in MRT scores. (Author/GO)

ED 119 821 PS 008 370

We Care for Kids: A Handbook for Foster Parents.

Illinois State Dept. of Children and Family Services, Springfield.
Pub Date Dec 74

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Agency Role, Caseworkers, *Child Welfare, Community Resources, Confidentiality, Evaluation, Financial Support, *Foster Children, *Foster Family, *Foster Homes, Grievance Procedures, Guidelines, Juvenile Courts, Legal Responsibility, Medical Services, *State Standards
Identifiers—Illinois

This handbook outlines essential information for foster parents under these basic headings: (1) legal rights and responsibilities of children, parents and foster parents; (2) recruitment, licensing, training, and evaluation of foster homes; (3) placement and removal of foster children; (4) payments and expenses; (5) medical care; (6) confidentiality and family contracts; (7) agency and community resources; (8) education and religion; and (9) complaints and grievances about agency services and foster homes. Appendices include information related to foster home standards, study and evaluation; and lists of the responsibilities and duties of the juvenile court, guardianship administrator, field/casework staff, and foster parent or custodial institution. (ED)

ED 119 822 PS 008 373

Douglas, Joan Delahanty
Presentation Modality and Proactive Interference in Children's Short-Term Memory.

Pub Date Aug 75

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Aural Stimuli, *Elementary Education, Grade 2, *Learning Modalities, *Memory, *Recall (Psychological), *Shift Studies, Taxonomy, Visual Stimuli
Identifiers—*Short Term Memory

This study examined the role of visual and auditory presentation in memory encoding processes of 80 second-grade children, using the release-from-proactive-interference short-term memory (STM) paradigm. Words were presented over three trials within one of the presentation modes and one taxonomic category, followed by a fourth trial in which the six experimental groups received a shift in either taxonomic category, modality, or both category and modality. For the two control groups presentation modality and taxonomic category were the same on all four trials. The stimulus materials were 12 words from the taxonomic category of animal and three words from the category of clothing. Results indicated that auditory and visual presentation of stimuli produced a significant release effect with a shift of taxonomic category. This suggests that young children are able to use taxonomic category efficiency as an encoding dimension in both modalities. In the modality shift conditions, a shift to a visual presentation after three auditory trials produced a small amount of release, while a shift to an auditory presentation after three visual trials produced a large decrement in recall performance rather than a release from proactive interference. Possible causes of this asymmetrical release effect are discussed. (GO)

ED 119 823 PS 008 374

Clark, Richard M.
Cognitive Styles of Puerto Rican Children.

Pub Date 30 Aug 75

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Anglo Americans, Comparative Testing, Conceptual Tempo, *Cross Cultural Studies, Cultural Factors, *Elementary Education, Locus of Control, Paired Associate Learning, *Psychometrics, *Puerto Ricans

This study compares the results of three psychometric tests which were administered to middle class children in first, third and fifth grades in Puerto Rico and to a similar sample in New York State. The tests used were: (1) the Matching Familiar Figures (MFF) Test, (2) the Intellectual Achievement Responsibility (IAR) Scale, and (3) a paired associate learning task. For each test, a comparative analysis was made of results from each sample population. Findings indicate substantially similar patterns of response to test items at each age level across cultures. This commonality is attributed to the fact that middle class Puerto Rican and New York children share many cultural elements. In each culture, school practices, television programs, stores and job roles are closely comparable. The paired associate task did result in discrepant results across the two cultures; however, reasons for this are not understood and it is noted that the processes of memory do follow similar developmental trends in each population. Comparative psychometrics across cultures is discussed and the view is expressed that the underlying constructs that these three tests are designed to measure are meaningful in all cultures. (GO)

ED 119 824 PS 008 379

Grapko, Michael F. Snider, M. J.

The Effect of the Open Space School on Children's Security and Independence Development, Academic Performance, Teacher Assessments and School Motivation. Final Report.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date [Jun 74]

Note—32p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, Age Differences, *Elementary Education, Grades (Scholastic), Intelligence Tests, Learning Motivation, *Open Plan Schools, *Personality Development, Rating Scales, *School Architecture, Security, Sex Differences, Student Adjustment, Student Behavior, Student Evaluation
Identifiers—Canada, Ontario

This study explores the effects of physical differences in the architectural design of schools by comparing behavioral and performance variables for two groups of pupils: (1) those who had previously attended an open space school, and (2) those who had always attended classes in a traditionally built school. Three major variables are examined: academic performance, motivation for school, and security development. Differences in school marks, teacher assessment, I.Q. scores, sex and grade level are also explored. Four classes of grade 7 pupils and three classes of grade 8 pupils (a total of 210 subjects) are included in the study. The tests employed were the Institute of Child Study Security Test-Elementary Form, the Canadian Tests of Basic Skills, the Frymier Junior Index of Motivation, the Dominion Group Test of Learning Capacity-Intermediate Form, and a pupil rating scale. Results from these tests are discussed in detail. (ED)

ED 119 825 PS 008 381

Model State Subsidized Adoption Act and Regulations.

Children's Bureau (DHEW), Washington, D.C.

Report No.—DHEW-PubOHD-76-30010

Pub Date 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adoption, Child Welfare, *Exceptional Children, *Financial Support, Grievance Procedures, *Minority Group Children, Program Administration, Social Agencies, State Agencies, *State Legislation, State Programs
Identifiers—*Model State Subsidized Adoption Act and Regulation

This booklet presents the texts of the Model State Subsidized Adoption Act and Model Regulations. Comments which expand and explain most sections of the Act are included. Subsidized adoption provides reimbursement (after a child with special needs has been placed for adoption) according to a prior agreement between the

adoptive parent(s) and the social agency. The agreement is to be tailored to the child's needs and may allow for a specific medical, legal or other cost. It can be a monthly reimbursement for a limited time or for an indefinite period. Provisions of the Act include purpose, eligibility, administration and funding, the subsidy agreement, and appeals. The Act is meant to be read in conjunction with the Model Regulations which amplify and particularize the provisions of the Act. (ED)

ED 119 826 PS 008 382

Hargrave, Vivian And Others

Where Love and Need Are One: A Report on the Use of Subsidies to Increase Adoption of Black Children.

Illinois State Dept. of Children and Family Services, Springfield.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-71

Pub Date 75

Note—110p.; Prepared by the Chicago Office of the State Department of Children and Family Services

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Adoption, Caseworker Approach, Child Welfare, Delivery Systems, *Elementary Secondary Education, Foster Children, Foster Homes, *Negro Youth, Parent Role, *Preschool Education, Social Agencies, Social Workers, State Aid, *State Programs, Statistical Data

Identifiers—Illinois (Chicago), Illinois (East Saint Louis), *Subsidized Adoption

This booklet describes a state subsidy program designed to facilitate the adoption of black children in need of permanent homes. Program participants were children, ages 3 months to 17 years of age living in foster homes in Chicago and East St. Louis, Illinois. Some of the children had serious emotional and/or physical problems, but all were free of significant ties to their parents and relatives. The major components of the program were: (1) finding children who could benefit from adoption, (2) providing direct services to children, (3) locating and developing adoptive homes, (4) effecting adoptive placements (with and without subsidy), and (5) research on all phases. Permanent nonfoster homes were found for nearly 70 percent of the children; about 12 percent were assigned to remain in planned, long-term foster care because of strong ties with foster parents who would not adopt. Adoptive homes could not be found for 8 percent of the children. An extensive recruitment program for adoptive parents was initiated, incorporating advertising, door-to-door recruitment in black neighborhoods, and interaction with foster parents. A discussion of the role of adoption subsidies is included. Appendices provide data tables and a caseload schedule. (BRT)

ED 119 827 PS 008 386

Zigler, Edward

The Vietnamese Children's Airlift: Too Little and Too Late.

Pub Date Aug 75

Note—45p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adjustment (to Environment), Administrative Agencies, *Adoption, Altruism, Child Advocacy, Child Welfare, Cultural Factors, Delivery Systems, *Federal Programs, *Indochinese, Political Issues, *Public Policy, Refugees, *Relocation, Social Services, Social Values

Identifiers—*Operation Babylift

This paper discusses moral, logistical, and other issues concerning phases of "Operation Babylift," the transportation of approximately 2,000 Vietnamese children to the United States for adoption by U.S. citizens at the end of the Vietnamese War. Inadequate health screening, improper selection methods, and crowded and unsafe aircraft are cited as major problems with the airlift of the children. It is noted that many observers have viewed the airlift as a political ploy and/or a tokenistic effort to divert attention from the greater problem of all displaced Vietnamese. The airlift is also criticized for portraying American disrespect for Vietnamese culture and for catering to Americans who had previously been unable

to adopt children. A comprehensive plan for providing Vietnamese children with social services is presented. Specific recommendations include: (1) separation of humanitarian aid to the Vietnamese from all other aspects of U.S. Vietnamese policy, (2) an extensive mobilization of Federal bureaucracy to meet Vietnamese needs, (3) the designation of an individual and a federal agency other than AID to take charge of such a mobilization, and (4) provision of assistance to the 2,000 Vietnamese children brought here during Operation Babylift as well as to the many more children remaining in Vietnam. (ED)

ED 119 828 PS 008 390

Cooney, Ellen Ward

Social-Cognitive Development: Applications to Intervention and Evaluation in the Elementary Grades.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Guidance Associates, New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date Aug 75

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum Development, *Curriculum Evaluation, *Elementary Education, *Experimental Curriculum, Grade 2, Grade 3, Group Discussion, Instructional Films, Intervention, Peer Relationship, Pilot Projects, Role Playing, *Social Exchange Theory, *Social Relations

Identifiers—*Social Development (Psychological)

This paper reports on the development, evaluation and implications of a primary grade social development curriculum based on structural, developmental, and social perspective taking theory. The curriculum was used in a preliminary pilot study and in a formal 8-week intervention program with 14 second and third grade classes. The social intervention procedure used in this study consisted of situations in which children received feedback which allowed them to experience indecision and exposure to slightly more adequate reasoning. A series of 16 filmstrips showing hypothetical conflicts were developed, and follow-up activities (small-group discussions, role play and debates) were planned to ensure children's active participation. Program evaluation indicated that little structural change had occurred and the view is expressed that process rather than stage changes more adequately reflect program effectiveness. Such process variables were incorporated into the evaluation tests by introducing a group interaction measure, videotapes, and tape recordings. Results obtained tentatively suggest that considerable change occurred in individual children and in interaction of the groups. (GO)

ED 119 829 PS 008 391

Feshbach, Norma Deitch Feshbach, Seymour

Punishment: Parent Rites vs. Children's Rights.

Pub Date Aug 75

Note—31p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Anxiety, Child Abuse, *Child Advocacy, *Child Rearing, Corporal Punishment, Discipline, *Family (Sociological Unit), Family Relationship, Literature Reviews, *Parent Child Relationship, Parent Responsibility, Parent Role, *Punishment, Socialization

This critical review of literature on punishment practices and child rearing examines the question of children's rights in the context of parent practices, values and prerogatives. Society regards the family unit as a sacrosanct system open to inspection and intervention only when there is tangible evidence of physical child abuse. The recent upsurge of interest in the problem of child abuse may be attributed to heightened awareness rather than an increase in abuse occurrence as it was not very long ago that many abusive child rearing practices were accepted procedures for socializing the child. The definition of cruel and unusual punishment should be extended to all forms of punishment which leave negative consequences for the growth and wellbeing of the child. Literature is reviewed on: (1) patterns of parent punishment practices, (2) effects of physical and

psychological punishment practices, (3) alternatives to physical and psychological punishment which serve the functions of socialization while furthering the cause of children's rights and welfare, and (4) implications and implementation of the proposed alternatives. It is suggested that making child rearing practices more open to scrutiny would not only protect children's interests and rights but would encourage parents to discuss their problems, ask for guidance and take advantage of available resources. (GO)

ED 119 830 PS 008 392

Tyler, Russell M.

An Ecological Study of Freeplay in a Preschool Classroom.

Pub Date Sep 75

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); not available in hard copy due to marginal quality of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Classroom Arrangement, Classroom Materials, Ecological Factors, *Interaction Process Analysis, Peer Relationship, *Play, Preschool Children, *Preschool Education, *Social Behavior

This study was designed to: (1) obtain ecological data on the social behaviors of children in the preschool classroom especially in freeplay settings, and (2) identify characteristics of the physical environment and program variables which support, attenuate, or preclude social behaviors and social development. Observations were made of 16 3-, 4-, and 5-year-olds in many settings within a university laboratory preschool classroom over a period of 6 weeks, using a 7-category observation schedule. The schedule comprised social interactions, materials interactions, both social and materials interactions, and no interaction; each of the interactions was also judged positive or negative. In general, it was found that environmental supports (activities or equipment) which might have set the occasion for, and strengthened social behavior were not available. High levels of social behavior, however, occurred in areas where there was an ample supply of materials and no apparent "need" to interact. The results of this study suggest that the rate of social behavior was low. At best, the level of social behavior was more comparable to that of younger children. When social behaviors occurred, their distribution among the settings was consistent with data obtained in samples having higher overall rates of social interaction. (GO)

ED 119 831 PS 008 394

Entwistle, Doris R. Hayduk, Leslie A.

The Expectations of Black and White Children in First Grade.

Pub Date Aug 75

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Caucasians, Conduct, *Elementary Education, *Expectation, Grade 1, Intelligence Quotient, Longitudinal Studies, Lower Class, Mathematics, Middle Class, Negroes, Racial Differences, Reading Ability, Self Concept, *Student Attitudes

Identifiers—*Student Expectation

This study examined: (1) the expectations of black and white lower class first graders for their own performance in reading, arithmetic, and conduct; (2) racial differences in the relationship between parental expectations and IQ; (3) correlation between the absences and lateness of first graders with reading and arithmetic marks and with parental expectations; (4) comparisons between parents and teachers of middle class and lower class school children in estimating marks; (5) comparison between the involvement of middle and lower class parents; and (6) the match between individual parents' and children's expectations. First grade children were found to be highly optimistic about marks in reading and conduct but less optimistic about arithmetic marks. White lower class parents were found to base performance expectations on their child's IQ, but for black parents, IQ played no part in determining initial expectations. All correlations between absences and first grade reading and arithmetic

marks were highly significant. Parents and teachers were found to "play it safe" in expressing expectations and awarded mostly "Bs" in estimating children's future marks. Lower class parents were found to be far less involved (as measured by response in this research) than middle class parents. There was found to be no match between individual parents' and children's expectations in any subject area in both the middle class and lower class schools studied. (GO)

ED 119 832 PS 008 395

Stein, Aletha H. Baltes, Paul B.
Theory and Method in Life-Span Development Psychology Implications for Child Development.
Pub Date 12 Apr 75

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age, Behavior Development, *Behavior Theories, *Child Development, *Developmental Psychology, *Human Development, *Research Methodology
Identifiers—Developmental Continuity

This paper elucidates the implications of lifespan developmental psychology for theory and method in the field of child development. Emphasis is given to three theoretical issues: (1) historical-evolutionary versus ontogenetic components of change, (2) the role of chronological age, and (3) continuity versus discontinuity in the description and explanation of behavior development. Two methodological issues are discussed: (1) the conceptual and methodological distinction between developmental change versus developmental differences and (2) the problem of examining historical, distal relationships among variables. While none of these is completely novel in developmental psychology, lifespan research and theory has led to propositions and arguments which accentuate, clarify, and articulate important developmental issues. It is concluded that child development researchers need to recognize these issues and that such recognition should lead to a heightened understanding of the unique aspects of a developmental approach to the study of behavior and to novel questions, interpretations, conceptualizations, and methods of study. (Author/JMB)

ED 119 833 PS 008 396

Harwood, Joleen And Others
Survey of Sex Role Stereotypes in Preschool Children.

Spons Agency—Utah Univ., Salt Lake City.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Age Differences, Preschool Children, *Preschool Education, *Questionnaires, Sex Differences, *Sex Role, *Sex Stereotypes

This study was designed to determine the age at which preschool children acquire rigid sex role stereotypes. A total of 48 3- to 5-year-olds in three day care centers participated in the study. A 10-item questionnaire was administered to each child individually in a location separated from the other children but not out of the day care center. The first two questions were directed at whether the children thought boys could play with dolls and girls could play with trucks. The next seven questions pertained to sex role stereotypes of adults and their work. The 10th question was, "What do you want to be when you grow up?" In this study, a high number of affirmative responses was taken to imply an absence of sex role stereotypes while a high score of negative replies was taken to signify a rigid sex role concept. In the 4- and 5-year-old age group only slightly over half of the responses were affirmative while among 3-year-olds 86 percent of the answers were positive. On question 10, there was no significant difference between the variety of choices of males and females. It was concluded that the majority of 4- and 5-year-olds have begun to form more rigid sex role stereotypes in comparison with 3-year-old children who still show flexible sex role concepts. (JMB)

ED 119 834 PS 008 397

Child Abuse and Neglect: Model Legislation for the States. Report No. 71. Early Childhood Report No. 9.

Education Commission of the States, Denver, Colo.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—ECS-R-71; OCD-CB-167

Pub Date Jul 75

Note—73p.; Other Early Childhood Project Reports are: ED 063 996, 067 145, 072 865, 076 227, 077 552, 096 559, 110 161, and 115 371
Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Paper, \$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Agency Role, *Child Abuse, *Child Advocacy, *Child Welfare, Community Cooperation, Elementary Secondary Education, *Models, Preschool Education, Reports, Social Agencies, Social Services, *State Legislation
Identifiers—child Protection Team, *Reporting Procedures

This booklet presents a model for state legislation for child abuse and neglect which meets the requirements of Public Law 93-247, enacted in 1974. Child abuse and neglect terms are legally defined. Additional sections of the proposed legislation concern: (1) persons mandated to report abuse; (2) mandatory reporting of suspected abuse; (3) taking color photographs and x-rays of purportedly abused children; (4) protective custody of abused or neglected children; (5) child abuse reporting procedures; (6) immunity from liability for reporters of child abuse; (7) abrogation of privileged communications; (8) consequences of failure to report suspected abuse; (9) the establishment of child protective services, a child protection team, local plans for child protection, a statewide child protection center, and a central registry for child abuse and neglect; (10) confidentiality of records; (11) education and training of state and local staff; and (12) the appointment of guardians for victims of child abuse. (BRT)

ED 119 835 PS 008 398

Vorwerk, Katherine E.

Instructional Factors Relating to Children's Principle Learning.

Pub Date Aug 75

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Complexity Level, *Concept Formation, *Concept Teaching, Educational Research, *Elementary Education, Grade 5, *Instruction, *Instructional Design, Instructional Improvement

The present research was designed primarily to investigate the type of instruction needed to help children learn difficult principles. A total of 159 fifth graders (each assigned to one of six experimental conditions) read lessons which dealt with principles from two content areas (mathematics and language arts). Lessons varied in the number of instances used to illustrate the principles and the presence or absence of instruction on concepts related in the principle. Learning was measured by four tests designed to assess student's knowledge of and ability to apply the principles. Results suggested that a rationally selected set of examples and non-examples is more facilitative than one example, although one example may be sufficient, if the principle is simple and instruction is provided on concepts related in the principle. (Author/GO)

ED 119 836 PS 008 399

Ball, William A.

Infant Processing of Depth Information in Expanding Dot Patterns.

Spons Agency—National Science Foundation, Washington, D.C.; Public Health Service (DHEW), Washington, D.C.

Report No.—R-69

Pub Date Jul 75

Note—24p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Infant Behavior, *Infants, Motor Reactions, Reactive Behavior, *Response Mode, *Stereopsis, *Visual Perception, *Visual Stimuli

A looming paradigm was used to determine what depth information infants process in addition to that provided by the expansion of a single,

closed contour of an object. A total of 18 male and 15 female infants aged 22-48 days watched a film in which the circular elements and inter-element spaces of the projected image alternately expanded and contracted. A display containing 800 black circles elicited significantly more head responses directed away from the screen than displays having either one or three circles of the same size. The differences were only found in the expansion trials. Infants thus processed depth information provided by the expanding spaces between elements or movement of the elements toward the peripheral visual field. The results were in agreement with Gibson's (1966, 1968) description of the adequate stimulus for perceived movement in depth. (Author/BRT)

ED 119 837 PS 008 400

Jennings, John M., Ed.

Music Education for the Very Young Child. Report of the International Seminar on Research in Music Education (4th, School of Music, University of Canterbury, Christchurch, New Zealand, August 19-23, 1974).

New Zealand Council for Educational Research, Wellington.

Pub Date 75

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Comparative Education, Learning Processes, *Music Education, Perception Tests, Personality, *Preschool Education, *Research, *Seminars, Teaching Methods

Identifiers—*New Zealand (Christchurch)

This report contains the text of the opening address, the text of the principal paper, and abstracts of 18 background papers discussed at the Fourth International Seminar on Research in Music Education. The seminar dealt with the state of present research concerning music education for children up to age 5. The papers covered such topics as: research with children, the learning process, ability and teaching methods, perception tests, and comparative music education. Also included were recommendations for future research. (JMB)

ED 119 838 PS 008 401

Hewes, Dorothy Hartman, Barbara

Early Childhood Education: A Workbook for Administrators.

Pub Date 74

Note—117p.; Revised edition

Available from—R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 (Paper, \$4.00 plus \$0.40 postage)

Document Not Available from EDRS

Descriptors—Accounting, Communication Skills, *Early Childhood Education, *Educational Administration, Financial Policy, Nutrition, Organizational Development, Parent School Relationship, Physical Facilities, Policy Formation, *Program Administration, *Program Design, Program Evaluation, Program Planning, *Workbooks

This text-workbook is designed to present management theories and principles as they apply to the administration of early childhood programs, and serve as a resource and discussion guide applicable to a wide range of child care situations. Following a brief historical consideration of early childhood education in the United States, information to help plan, operate and evaluate a real or simulated facility for young children is given. Among the topics discussed: (1) processes of administration; (2) establishing purpose, goals and philosophy; (3) determining policies, standards, and an organizational structure; (4) working with parents; (5) the physical plant and facilities; (6) maintenance; (7) accounting and financial reporting; (8) efficient routines; (9) menu planning and nutrition; (10) effective communication; (11) designing information brochures; and (12) program evaluation. The texts of each section are accompanied by participant worksheets and suggested reading lists. (ED)

ED 119 839 PS 008 403

Sawin, Douglas B. And Others

The Child's Role in Sparring the Rod.

Fels Research Inst., Yellow Springs, Ohio.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 75

Grant—NSF-SOC-72-05220-A03

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association

(83rd, Chicago, Illinois, August 30-September 3, 1975); Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adults, *Aggression, *Discipline, *Elementary Education, *Interaction Process Analysis, *Interpersonal Relationship, *Punishment, *Rewards, *Socialization, *Student Reaction
The impact of children's reactions to punishment on subsequent adult disciplinary actions was assessed in a study in which adult women administered rewards and punishments contingent on the behavior of a child viewed on a television monitor. Following an aggressive act by the target child and punishment administered by the adult subject, the adult saw the child react to being disciplined in one of four ways (plead, reparation, ignore or defiance). The adult subjects were given a subsequent opportunity to reward or punish the child again by offering or taking away points that the child could ostensibly trade for free play time. The child who reacted to adult discipline by being defiant or by ignoring the agent was most harshly dealt with by the adult subjects. The child who pleaded for lighter punishment was less severely treated, and the child who reacted to punishment by apologizing and promising to behave was generally rewarded by the adult subjects. These findings are discussed in terms of a bidirectional model of childhood socialization wherein recognition is given to the active role the child plays in controlling the disciplinary practices of socializing agents. (Author/JMB)

ED 119 840 PS 008 404

Wagner, Martha Johnson, Janet W.

Visual and Verbal Memory Processes in Children's Paired-Associate Learning.
Pub Date Aug 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Table may not reproduce clearly due to marginal legibility of original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age Differences, Cognitive Development, *Cognitive Processes, *Early Childhood Education, Memory, *Mnemonics, *Paired Associate Learning, Pictorial Stimuli, *Recognition, Research Design, Verbal Stimuli, Visualization

This study explored the developmental changes in children's effective utilization of verbal versus pictorial stimuli in forming connections between stimulus and response elements in a paired-associate task. A total of 112 children (56 males and 56 females), half of them 4-year-olds and half 8-year-olds, were tested under eight conditions involving three variables. The first variable was mode of study, which was either a pictorial or a verbal original presentation of the items. The second variable was mode of test, which was either a pictorial or a verbal presentation of the test items. The third variable was the presence or absence of a mnemonic on the original trials. The mnemonic was either a sentence or an interaction picture combining the elements of each pair. In all conditions, each pair contained an animal as a stimulus term and a common object as a response term. Within-list and extra-list distractor pairs were used on the test trials. Results showed that 4-year-old and 8-year-old children performed significantly better with a mnemonic than without one. After a visual study trial, younger children had difficulty performing on a verbal recognition test but performed better on a pictorial recognition test. The performance of 8-year-olds showed no significant differences for test mode or study mode. (Author/BRT)

ED 119 841 PS 008 405

Enright, Robert D. And Others

A Social-Cognitive Developmental Intervention With Sixth and First Graders.

Minnesota Univ., Minneapolis.
Spons Agency—Minnesota State Dept. of Education, St. Paul.
Pub Date Sep 75

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Conflict Resolution, *Cross Age Teaching, Discussion (Teaching Technique),

*Discussion Groups, *Elementary Education, *Interpersonal Relationship, *Intervention, *Moral Development, Problem Solving, *Student Leadership
Identifiers—*Social Cognition

This study examined the effects of a cross-age training program on the interpersonal conceptions of the students serving as trainers. A total of 24 sixth graders participated in the study, 12 in the training group and 12 in the control group which received no training. The training group met twice a week, once to lead dilemma discussion groups with first graders and once with the experimenters to discuss their experiences as discussion leaders. The training program lasted for 22 weeks. Pretesting and posttesting was done in the areas of interpersonal conceptions, moral reasoning, means-end social problem solving, and referential communication. Posttest analyses of variance indicated significant treatment differences favoring the experimental group on the interpersonal conceptions measure, but no significant group differences on means-end social problem solving or referential communication. Results also indicated that the experimental subjects were significantly more sure than the control subjects that they did not want to accept lower level moral reasoning responses. There were no sex differences for any measure. It was concluded that the results of posttesting in both interpersonal and moral development areas support the notion of increased complexity in social-cognitive developmental thought for the experimental group. (JMB)

ED 119 842 PS 008 406

Murray, Frank B. And Others

Acquisition of Conservation through Cognitive Dissonance.
Pub Date Apr 75

Note—28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cognitive Development, Concept Formation, *Conflict Resolution, *Conservation (Concept), *Early Childhood Education, *Learning Processes, Thought Processes
Identifiers—*Cognitive Dissonance, Piaget (Jean)

In two experiments (N=210) conservers, transitional conservers, and nonconservers were directed to lie or pretend to other children that their judgments and explanations of a series of conservation problems were the opposite of what they really were. Nonconservers and transitional subjects in both studies made large and significant gains in conservation compared to appropriate control groups and according to pre- and post-test. Conservers did not regress. The second experiment, moreover, indicated that conservation gains were stable and that the newly acquired conservation was not extinguished by a second dissonance treatment in which subjects gave nonconservation responses. (Author/JMB)

ED 119 843 PS 008 408

Geller, Sanford E. And Others

Social Reinforcement of Attending: Effects on Classroom Learning in Disadvantaged Preschoolers.

Pub Date Apr 75

Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, *Attention, *Attention Control, Contingency Management, Cues, *Educationally Disadvantaged, Individual Differences, Learning Motivation, Learning Theories, Listening Skills, Observational Learning, Positive Reinforcement, *Preschool Education, Visual Learning
Identifiers—*Project Head Start

This study investigated the relationship between visual attending and learning in a group of 16 Head Start children from low income families. Attending behavior (defined as "eyes oriented towards the teacher and/or teaching materials for a full 5-second interval") was measured for each child during a 10-minute story period on four consecutive days. During each story period, cassette recordings of two stories were played while the teacher showed corresponding pictures. Between the two stories, the teacher performed a number of distinct motor be-

haviors (i.e., arms raised over head). These motor behaviors were used to test children's recall of model behavior. After each day's storytime, children were individually questioned about the material presented during the second story and were asked to perform the same motor behaviors that the teacher had done between the two stories. Children were asked questions to which answers could be obtained: (1) only by looking at the pictures or (2) only by listening to the story text. Half of the subjects (the experimental group) received praise for orienting their eyes towards the teaching materials and not talking to other children. Results showed that the mean level of attending on treatment days for the experimental group was 70.25% compared with 46.2% attending for the control group, a statistically significant difference. It appears that reinforcing visual attention does facilitate learning in the classroom for most children. (BRT)

ED 119 844 PS 008 409

Kasper, Sidney

Analyzing Behavioral Problems in the Young Child.

Ferguson-Florissant School District, Ferguson, Mo.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.
Pub Date 75

Note—34p.

Available from—Parent-Child Early Education Program, Ferguson-Florissant School District, 655 January Avenue, Ferguson, Missouri 63135 (Paper, \$1.00, plus \$0.25 for postage)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Behavior Problems, *Check Lists, Cognitive Development, Family Relationship, Family Structure, Language Development, Measurement Instruments, Motor Development, Personal Interests, Preschool Children, *Preschool Education, *Rating Scales, *Screening Tests, Social Development
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This document presents two measures used by the Parent-Child Early Education Program of the Ferguson-Florissant School District in Missouri for identifying preschool children with special behavior problems. The first measure, My Preschool Child, is a checklist to be filled out by the parent on the child's personal and social development, language and concept development, physical skill development, behavior problems, and interests and experiences. Rationale for the development of the checklist is presented along with information about the use of the behavioral checklist portion of the instrument and strategies for interpretation of the data obtained with this measure. The second measure, the Nursery School Adjustment Rating Scale, is to be used by teachers in rating the child's personal-social development. Items included deal with the teacher's observations of the child's behavior and her knowledge of the child's family. Rationale for development of this rating scale is also given, as well as information about the administration, interpretation, and the relationship of the adjustment scores from this measure to other data. Copies of both instruments are included. (JMB)

ED 119 845 PS 008 411

The CDA Assessment System. Part I - Procedures; Part II - Criteria (Organizers). Experimental Edition.

Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Jan 75

Grant—OCD-DHEW-H3926C-H/O

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Child Care, *Child Care Workers, Consortia, *Day Care Services, *Early Childhood Education, Evaluation Criteria, *Evaluation Methods, Performance Based Education, Performance Criteria, Personnel Evaluation, Preschool Education
Identifiers—*Child Development Associates

This booklet presents the procedures and criteria of the tentative Child Development Associate (CDA) Consortium Assessment System, used to evaluate CDS candidates in winter, 1974-75. Under the assessment system, local assessment teams (consisting of the candidate to be assessed, the candidate's trainer, a parent-commu-

nity representative, and a Consortium representative) collect information on the competency of the candidate in six areas of child care defined by the Consortium. The six competency areas are: (1) establishing and maintaining a safe and healthy learning environment, (2) advancing physical and intellectual competence, (3) building positive self-concept and individual strength, (4) encouraging positive functioning of children and adults in a group environment, (5) coordinating home and center child-rearing practices and expectations, (6) supplementary responsibilities related to children's programs. Extensive descriptions of these six areas and 13 functional areas derived from them are presented, along with examples of effective CDA behavior for each area. (BRT)

ED 119 846 PS 008 413
Day Care Licensing Policies and Practices: A State Survey, July 1975.

Education Commission of the States, Denver, Colo.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—R-72

Pub Date Aug 75

Grant—OCD-CB-167

Note—62p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (ECS Report No. 72, Paper, \$2.50); A few pages may not reproduce well in hard copy due to small print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrative Organization, *Certification, *Day Care Services, Facilities, Family Day Care, Financial Support, Inspection, Interagency Coordination, *National Surveys, Questionnaires, Social Services, *State Legislation, *State Standards

This report presents data from a state-by-state survey of recent legislative action taken in revising day care licensing statutes and similar action taken in revising administrative procedures. A questionnaire was developed for surveying each of the 50 states, plus New York City and the District of Columbia, to obtain four types of information: (1) knowledge and use of the OCD "Guides for Day Care Licensing"; (2) recent legislation and changes in regulations for day care licensing; (3) state emphasis on day care licensing as evidenced by organizational structure, procedures and staffing; and (4) the need for and interest in receiving materials and technical assistance and participating in regional workshops. Questionnaires were distributed during 1974 and a follow-up in-depth telephone survey was conducted during July 1975 to update the data. Information is presented in six major tables: (1) nature and status of state day care licensing statutes (including 1970-75 statute changes); (2) nature and status of state day care licensing regulations and standards; (3) classification of facilities and licenses; (4) statewide organization of day care licensing; (5) licensing unit duties and staff; and (6) state licensing data. A brief introduction to the tables offers analysis and interpretation of the data. (ED)

ED 119 847 PS 008 414
Graves, Nancy B.

Inclusive Versus Exclusive Interaction Styles in Polynesian and European Classrooms: In Search of an Alternative to the Cultural Deficit Model of Learning. Research Report No. 5.

South Pacific Research Inst., Inc. (New Zealand). Pub Date Mar 74

Note—37p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Classroom Communication, *Cognitive Processes, Cross Cultural Studies, *Cultural Differences, *Early Childhood Education, *Group Relations, Interaction Process Analysis, Learning Activities, Observation, Peer Relationship, Problem Solving, *Social Behavior, Teacher Attitudes, Teacher Behavior

Identifiers—*New Zealand (Auckland)
 An investigation of the interaction patterns of Polynesian and Pakeha (New Zealanders of European extraction) children and teachers in school and play areas of Auckland, New Zealand was undertaken to discover possible ethnic differences in modes of social interaction relevant to

learning. Observations of children (ages 2 to 11) and their supervisors at 26 preschools and primary schools were recorded. Analysis of the observational data revealed marked Polynesian - Pakeha differences in modal patterns of interaction. Two contrasting principles for the formation of social units with implications for cognitive functioning were observed: (1) the Polynesian "inclusive" style promoting the formation of integrated groups, feelings of social solidarity and cooperation, and (2) the European "exclusive" style resulting in parallel activities by individual units or intensely associated pairs. Variations by setting and ethnic mix were also reported. The relation of this study to recent research on group problem-solving was discussed, and the possible value for all children of introducing more group problem-solving techniques in the classroom was raised. (Author/BRT)

ED 119 848 PS 008 415

Dubin-Snyder, Constance G.

Child Care in Denmark: Part I. Policies and Daytime Programs in Their Social Context.

Pub Date Nov 74

Note—120p.; Masters Thesis, Bank Street College of Education

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Administrative Organization, Child Welfare, Community Responsibility, *Day Care Services, *Early Childhood Education, Educational Philosophy, Family Day Care, *Foreign Countries, Government Role, Historical Reviews, Infants, Parent School Relationship, *Preschool Programs, *Program Descriptions, Teacher Education

Identifiers—*Denmark

This study offers a description of the daytime programs and facilities serving the preschool population in Denmark, with emphasis on the types of programs offered, their administrative organization, minimum standards, scope and cost, and supply and demand. The greatest detail is given to the "bornehave" and "bornehaveklasse" serving the 3-to-7-year-old population. These programs are seen in their historical perspective and contemporary context with regard to the Danish social responsibility and policies for child welfare. Educational philosophies behind the programs and the official goals for them are reported. Other institutions generally related to the early childhood education process (such as colleges for teacher training and further education, education libraries, research institutes, teacher centers) were investigated. The journals and organizations publishing materials relevant to child care are reviewed, and the nature and extent of Danish research in early childhood are reported. (Author/ED)

ED 119 849 PS 008 416

Graves, Nancy B. Graves, Theodore D.

The Impact of Modernization on Polynesian Personality.

South Pacific Research Inst., Inc. (New Zealand). Pub Date Aug 75

Note—42p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Adults, Age Differences, Altruism, *Change Agents, *Cross Cultural Studies, Educational Policy, Elementary Secondary Education, Goal Orientation, *Interpersonal Relationship, Personality, Problem Solving, *Social Change, *Social Values

Identifiers—*Competition, Cook Islands, Masden Cooperation Board

This paper is a preliminary report on some aspects of a field study on modernization conducted in the Cook Islands during 1974-75. Polynesians enjoy a widespread reputation for generosity and communal cooperation. Ethnographic and structured techniques were combined to explore changes in these personality dimensions under the impact of modernization and Western schooling. Two experimental procedures were used to examine intragroup variation in rivalry and competition among both adults and children, along with structural, experiential, and behavioral correlates of this variation: (1) the Coin Game, which attempts to capture (within an experimental context) the conflicting choices encountered in everyday life by offering subjects an opportunity to distribute valued goods to themselves and others in a variety of ways; and (2)

The Masden Cooperation Board, which provides a context in which either cooperative or competitive behavior can occur, but only cooperative acts are rewarded. Some implications for educational policy are presented. (Author/ED)

ED 119 850 PS 008 417
Texas Day Care. Final Report: Day Care Licensing Review Project.

Texas State Dept. of Public Welfare, Austin.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 75

Grant—OCD-CB-506

Note—126p.; Two pages may reproduce poorly due to print size and density

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Certification, Child Welfare, *Day Care Services, *Early Childhood Education, Family Day Care, Fees, Law Enforcement, Preschool Programs, *State Legislation, *State Standards

Identifiers—*Texas

This report reviews the issues raised in revising the existing Texas child care licensing statute. The brief final report gives an overview of the history of the Day Care Licensing Review Project. Position papers concerning the major issues involved in a consideration of child care regulation in Texas form the bulk of this report and include: (1) consideration of statutory alternatives in the development of an effective legal framework for the licensure of day care facilities for children, including such concerns as period of licensure, provisional licensure, denial and revocation of licenses, and methods of enforcement; (2) review of alternative State roles in the regulation of private preschool education facilities in Texas; (3) discussion of the possible alternatives for regulating child care in Texas and description of several models for registration of family day care homes; and (4) consideration of the issues involved in fee charging for day care licensing. These issues were discussed at four regional forums attended by day care directors, lawyers, judges, educators, parents and child care professionals. Summaries of their responses to these position papers are included in the report, as well as transcripts of the original Texas child care licensing statute and the child care licensing act of 1975. (ED)

ED 119 851 PS 008 418

Datta, Lois-ellin, Ed.

Toward an Evaluation Strategy for FAP-Day Care.

Office of Child Development (DHEW), Washington, D.C.

Pub Date Jan 71

Note—112p.; Report of the OCD/OEO/ASPE Workshop on FAP-Day Care Evaluation (Washington, D.C., November 5-6, 1970); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, Conference Reports, *Day Care Services, Estimated Costs, Evaluation Criteria, Evaluation Methods, *Family Programs, *Federal Legislation, *Federal Programs, Program Descriptions, *Program Evaluation, Summative Evaluation

Identifiers—*Family Assistance Plan Day Care
 This report presents the findings of an invitational conference sponsored by the Office of Child Development to assess the implications of Family Assistance Plan (FAP) day care provisions from the viewpoint of program evaluation. The first section outlines the features of FAP day care, and the second section identifies accountability issues for the four major consumer groups (children, parents, staff and community). The third section presents the strategy for a 5-year evaluation plan, orders the steps to be taken, and assigns cost estimates to these projects. A summary of the basic questions involved in evaluating FAP day care is presented in section four. Three-quarters of the report is made up of appendices which include: (1) basic questions and answers concerning the proposed child care program under the Family Assistance Act (1970); (2) a working paper outlining the research accountability issues in FAP day care; (3) a list of conference participants; (4) notes and proceedings of the conference; and (5) lists of day care projects sponsored by agencies of the state and federal governments. (ED)

ED 119 852 PS 008 421

King, Irene A.

Preprimary Enrollment, October 1974.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Report No.—NCES-76-147

Pub Date Oct 74

Note—34p.; Appendix may not reproduce clearly due to type size and density

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Paper, \$0.85)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Age, Attendance, *Census Figures, Educational Background, *Enrollment, Family Income, Geographic Regions, *National Surveys, Occupations, *Preschool Education, *Preschool Programs, Race, Reliability, Rural Urban Differences, Socioeconomic Status

This report presents statistical estimates of preprimary enrollment in the United States based on data obtained in October 1974 by the Bureau of the Census in the Current Population Survey. The enrollment in preprimary programs is related to a number of socioeconomic factors: (1) age of child; (2) race; (3) region of the country; (4) controlling sector (public or private); (5) metropolitan status; (6) family income; (7) occupation and education of household head; and (8) full-day or part-day attendance. The introduction offers a summary of the data in relation to the socioeconomic factors investigated. Approximately one-half of the report is made up of tables and figures. Appendices include definitions and explanations for the terms used, information on sampling reliability, and a copy of the questions concerning school enrollment from the October 1974 Current Population Survey Form. (ED)

ED 119 853 PS 008 423

Developments in Early Childhood Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 75

Note—73p.

Available from—OECD Publications Center, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (Paper, \$3.00)

Document Not Available from EDRS

Descriptors—Child Development, Community Cooperation, Compensatory Education, *Conference Reports, Curriculum Development, *Early Childhood Education, Educational Disadvantage, *Educational Philosophy, *Educational Policy, *Foreign Countries, Parent Participation, Parent School Relationship, Preschool Programs, Socioeconomic Background

Identifiers—*Center for Educational Research and Innovation

This booklet is based on a series of papers delivered at a conference of the Organisation for Economic Co-operation and Development (OECD), held in Paris in 1973. The conference was designed to assess current progress and future trends in international early childhood education. Chapters include: (1) a summary of the trends and issues which confront the researchers and policy makers of OECD member countries in the field of education, (2) a discussion of the educationally disadvantaged groups of industrialized countries and the role of early childhood education in compensating for and correcting the factors which cause disadvantage, (3) a discussion of parental involvement in American early childhood education, (4) a description of current Canadian early childhood education programs, province-by-province, (5) a description of an approach to curriculum development which emphasizes the teaching of real-life skills in Germany, (6) a look at a children's center in France, based on the principle of continuity, and (7) an account of the work of the Australian Pre-schools Committee. (BRT)

ED 119 854 PS 008 426

Harris, Lauren Jay

Interaction of Experiential and Neurological Factors in the Patterning of Human Abilities: The Question of Sex Differences in 'Right Hemisphere' Skills.

Pub Date 13 Apr 75

Note—36p.; Expanded version of paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 13, 1975); For an additional paper presented at the symposium, see PS 008 425

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adults, Biological Influences, Cognitive Development, *Cognitive Processes, Elementary Secondary Education, Evaluation, Individual Differences, Language Development, *Lateral Dominance, Models, *Neurological Organization, *Perceptual Development, Preschool Education, *Sex Differences, Visual Perception

Identifiers—*Spatial Perception

Sex differences in cerebral organization and functioning, and the apparent superiority of males in spatial ability are examined in this paper. Attention is given to several kinds of cognitive and perceptual tasks in which sex differences in spatial ability have been shown to exist; among these are tasks involving: (1) recall and detection of shapes, (2) geometry and mathematics, (3) directional sense, (4) Piagetian skills and (5) the game of chess. A neurological model for sex differences in spatial ability is discussed, which suggests that some brains are further specialized (lateralized) for spatial analysis than others, and that these "further specialized" brains are more frequently male than female. Medical research with war veterans who have suffered brain injuries, data from anatomical and clinical studies and results of testing of normal individuals are cited to suggest that the left hemisphere of the brain seems primarily organized for verbal function, the right hemisphere for visual-spatial functions. An alternative model for sex differences in spatial ability suggests that women prefer to code information phonologically (due to their earlier language development) and that men prefer to code information visually. Data are presented which support this view. The possibilities of evolutionary selection for male spatial superiority and the effects of sex steroid hormones on brain specialization and nervous system activity are considered. (BRT)

ED 119 855 PS 008 428

Rauh, Hellgard And Others

Child Development Research in Federal Republic of Germany: Search for International Cooperation.

Pub Date Apr 75

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); For related documents, see PS 008 083, 118, and 131; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Abstracts, *Behavioral Science Research, *Child Development, Cognitive Processes, *Early Childhood Education, Elementary Secondary Education, *Historical Reviews, Language Development, Parent Child Relationship, Problem Solving, *State of the Art Reviews

Identifiers—*West Germany

This symposium report on current child development research in Germany includes abstracts from papers presented at the biennial meeting of SRCD, April 1975, and a short overview of the history and present status of developmental research and training in Germany. According to this overview, developmental theory and empirical research, which had been the focus of attention in the early 20th century, experienced a complete decline during and after World War II, with a slow recovery during the 60's and 70's. Anglo-Saxon research and social demands have shaped this recovery, and today, German developmentalists appear to be especially sensitive to theoretical, methodological and meta-theoretical issues. They also prefer to study more complex units of behavior within a broader scope than their American counterparts, considering this kind of research closer to socially and educationally relevant real-life situations. (GO)

ED 119 856 PS 008 430

Collins, Betsy

A Progress Report for the Vermont Interagency Council on Child Development.

New England Program in Teacher Education, Durham, N.H.; Vermont State Dept. of Education, Montpelier.

Pub Date Apr 75

Note—221p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Child Development, Correctional Rehabilitation, Educational Programs, Human Services, Mental Health, *Needs Assessment, Parent Education, Program Coordination, Program Descriptions, Social Services, Social Welfare, *State Agencies, State Legislation, *State Programs, *Welfare Services

Identifiers—*Vermont

This report offers an assessment of the status of child development programs in Vermont based on information gathered by the Interagency Council on Child Development which was created by the Vermont legislature in 1974. Program descriptions for each state department, division and agency represented on the Council, and several not represented, are included in the report: the human services agency, corrections department, health department, mental health department, social and rehabilitation services department, social welfare department, education department, governor's commission on administration of justice, office of child development and University of Vermont extension service. Research and information meetings resulted in the identification of four generalized categories of findings: positive dynamics, duplication of services, gaps in services, and problem areas. These findings are discussed and Council recommendations are outlined. The appendix includes maps of the agency, department and division geographic boundaries. (ED)

ED 119 857 PS 008 431

Roderick, Jessie A.

The Involvement Instrument.

Maryland Univ., College Park. Center for Young Children.

Report No.—Occas-Pap-15

Pub Date Jul 75

Note—53p.

Available from—UMporium, Student Union Bookstore, University of Maryland, College Park, Maryland 20742 (Occasional Paper Number Fifteen, \$2.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Classroom Observation Techniques, Elementary Secondary Education, Evaluation Methods, Interaction, *Interaction Process Analysis, *Measurement Instruments, *Observation, Preschool Education, *Social Development, *Social Integration, Social Relations, Training Techniques

Identifiers—*Involvement Instrument

The Involvement Instrument, an observational technique for examining children's interaction patterns and degree of involvement within the school setting, is presented in this paper. Training protocols for obtaining skill in using the Involvement Instrument, methods of analyzing data obtained by using the instrument, and criteria for determining inter-observer reliability when using the technique are also included. The Involvement Instrument is reproduced in its entirety, including extensive descriptions of verbal and nonverbal behavior categories to be observed (with appropriate examples) and coding sheets. Behaviors are coded sequentially. A final section suggests possible uses for the Involvement Instrument (e.g., to determine how a child's indicators of involvement vary with different activities and times of day). (ED)

ED 119 858 PS 008 433

Pedersen, Frank A.

Mother, Father, and Infant as an Interactive System.

Pub Date 1 Sep 75

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, September 1, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Child Development, *Family Relationships, *Fathers, Infant Behavior, *Infants, *Interaction Process Analysis, *Mothers, Motor Development, Parent Child Relationship, Parent Role, Perceptual Development, Sex Differences

This study investigates three types of reciprocal interactions among members of the family unit (father, mother and infant): father-infant interaction affecting child's development, father-infant interaction affecting mother's behavior, and husband-wife interaction affecting mother's behavior. Data from a sample of 39 healthy first-born infants (20 male and 19 female) and their white, middle-class parents were collected independently in several ways: (1) infants, 3 days old,

were examined in the hospital nursery and evaluated on alertness, motor maturity, and irritability; (2) ratings were made of the quality of the mother-infant relationship in connection with two time-sampling home observations when the infants were 4 weeks old; and (3) fathers were interviewed by a male psychiatrist when the infants were 4-5 weeks old. The network of significant correlations found for male infants is illustrated with a diagram and discussed. No significant correlations were found for female infants. (Author/ED)

ED 119 859 PS 008 435

Meacham, John A. Dumitru, Jennifer
Prospective Remembering and External Retrieval Cues.

Pub Date 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age Differences, Cognitive Development, *Cues, Locus of Control, *Memory, *Mnemonics, *Primary Education, *Recall (Psychological), Research Identifiers—*Prospective Memory

Prospective remembering (remembering to carry out specific activities at some future time) was investigated in this study. This investigation focused on episodic prospective remembering (memory for actions performed either infrequently or on an irregular basis) rather than habitual prospective remembering (memory for actions routinely engaged in). Subjects included 41 5-year-old and 41 7-year-old children. Each child was asked to take an envelope when returning to the classroom, and was then distracted for seven minutes. Remembering was compared in three different conditions: in the cue condition, children were provided with an appropriate picture to use as an external retrieval cue; in the elaboration condition, children were also coached in the use of the cue; a third condition was a control. No significant differences were found among these conditions. A greater number of 7-year-olds than 5-year-olds remembered (p less than .001). Thus the results suggest that young children do not take advantage of external retrieval cues to facilitate episodic prospective remembering, at least when the task and conditions are those of the present investigation. (Author/BRT)

ED 119 860 PS 008 436

Meacham, John A. Nicolai, Philip
Pointing, Verbalizing, and Looking as Cues for Preschoolers.

Pub Date Aug 75

Note—14p.; Expanded version of paper presented at the Annual Meeting of the American Psychological Association, (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Attention, Cues, Educational Theories, *Nonverbal Communication, *Preschool Children, *Preschool Education, Sex Differences, *Speech Improvement, Teaching Methods, *Verbal Communication

Preschool children were presented with conflicting cues in order to assess the importance of pointing, verbalizing, and looking by adults in directing the attention of children. The study involved two procedures: first, the experimenter indicated by pointing, verbalizing, or looking whether a big or little bead was to be put on a string by the child; following this, the child indicated for the experimenter which beads he should put on the string. Seven girls and 16 boys, ranging in age 3 to 6 years, were included in the study. Results indicated that children were most likely to attend to pointing cues of adults and least likely to attend to the adult's eyes as a cue. Those results are contrary to suggestions that speech is of primary importance in the development of attention, and further suggest (1) the necessity of considering attention as a factor in investigations of various modes of representation; and (2) that the importance of nonverbal means of instruction for preschoolers should not be neglected. (Author/ED)

ED 119 861 PS 008 437

Wandersman, Lois Pall
Family Day Care Interaction: Caregiver's Own and Day Care Children.

Pub Date [75]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Affection, Behavior Patterns, *Early Childhood Education, *Family Day Care, Family Environment, Field Studies, Interaction, *Interaction Process Analysis, Observation, *Parent Child Relationship, *Peer Relationship, Social Behavior, Socialization

Identifiers—*Caregiver Child Relationship

This paper describes an ecological observational study of social interaction and cognitive socialization in family day care. The study employs a reciprocal model which analyzes effects of the caregiver on the child and of the child on the caregiver by comparing the interaction of the same caregiver with "own" and "other" children. Similarly, interaction of "own" and "other" children with the peer group in family day care is compared. Interaction in 19 family day care homes was observed. In each home, direct observations were made of two focal children: the caregiver's own child and the day care child closest in age and of the same sex. Six 10-minute observational segments were collected for each focal child over two half days. Comparison of caregiver's "own" and matched "day care" children indicated that: (1) "own" children engaged in more negative social-emotional behaviors and received more discouragement from others; (2) "day care" children played more with peers and alone; and (3) caregivers interacted more with "own" children, watching them more and giving them more affection, while peers participated more with "day care" children. (Author/ED)

ED 119 862 PS 008 440

Best, Catherine T.

Mental Picture Inversion: Left-Right Confusion and Mirror-Imaging in Children and Adults.

Pub Date 10 Apr 75

Note—25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975); Filmed from best copy; Some parts may not reproduce clearly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Age Differences, Biological Influences, *Cognitive Development, *College Students, Complexity Level, *Conceptual Schemes, *Elementary School Students, Kindergarten Children, Pictorial Stimuli, Symmetry Identifiers—*Relational Concepts

This study examines why the relational concepts of left and right are more difficult to learn than other relational concepts. A total of 72 children from kindergarten, third grade, and sixth grade, and an additional 24 college students were tested individually on a set of six realistic pictures. The task was to reconstruct the depicted scenes on a flannelboard using reversible felt pieces that were asymmetrical left to right. Three instruction conditions were used: copying, rotation, and perspective or self-rotation. The type and number of errors in orienting the felt pieces were recorded. It was found that errors declined with increasing age. Subjects were found to make more left-right than top-bottom orientation errors, particularly in the younger age range and in the more difficult rotation and perspective conditions. It is suggested that the systematic nature of left-right errors at all ages is consistent with a hypothesis that biological factors contribute to greater difficulty in learning left-right than top-bottom. (GO)

ED 119 863 PS 008 445

Panetta, Sandra J.

A Study Identifying the Components of a Quality Child Care Center.

University of Northern Colorado, Greeley.

Pub Date Jun 75

Note—164p.; The appendices to this document have been filmed from best available copy; some parts may not reproduce clearly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Chief Administrators, *Community Surveys, *Day Care Services, *Early Childhood Education, *Educational Quality, Employment Qualifications, Facilities, Financial Support, Nutrition, Parent Role, Parents, Program Content, Questionnaires, Teachers Identifiers—*Colorado (Denver)

Specific characteristics of a quality day care center are identified through a survey of parents, teachers, and directors utilizing or working in day care centers. The introduction to this descriptive research study offers background information on

the history of the child care movement in America and a review of related research projects. A questionnaire, composed of open-ended, rank, and selection questions, was developed to examine five major areas: center; program; staff; emergency, health and food procedures and policies; and parental role and types of evaluation. The sample was composed of (1) a random selection of directors of large and small centers in Denver; (2) parents who were utilizing child care services when surveyed (balanced for race, ethnic group and income level); and (3) teachers in the same day care centers which parents were using. Comparisons were made among the large groups: parents, teachers and directors; types of centers surveyed; parent-cooperative, private-franchise, and Federal-State funded centers; and income levels. Results, conclusions and recommendations are listed. Appendices make up approximately one-half of the document. Included are the questionnaire used and tabulations of the responses of each group surveyed. (JMB)

ED 119 864 PS 008 446

Rubin, Rosalyn A. And Others

The Relationship of Apgar Scores to Neonatal Survival and Later Development: A Review. Interim Report No. 19.

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1176

Pub Date Mar 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Child Development, Cognitive Development, *Evaluation Methods, Infant Mortality, *Infants, Intelligence Tests, *Measurement Instruments, Motor Development, Neurological Defects, *Physical Health, *Predictive Validity, Preschool Education Identifiers—*Apgar Score, Birth Weight, Educational Follow Up Study, Neonates

This paper presents a review of the literature concerning the infant Apgar scoring system and its relationship to later mental and motor development. Since 1952, the Apgar scoring system has provided a viable means of assessing the infant's immediate postnatal condition. Researchers have demonstrated that while the 1-minute Apgar score is a useful indicator of the infant's postnatal condition, it does not seem to have the same strength as the 5-minute Apgar score which appears to provide a more sensitive indicator of the newborn's condition during the neonatal period. In addition, the Apgar system of assessment has been tentatively accepted as a basis for the prediction of later mental and motor development. The 5-minute score appears to be a more accurate predictor than the 1-minute score in regard to later development of the child. Further research (such as the ongoing Educational Follow Up Study) will help to determine the extent to which neonatal Apgar scores may be predictive of later language development, academic achievement, and school behavior. (Author/BRT)

ED 119 865 PS 008 451

Powell, Douglas R.

The Parent-Caregiver Project: An Overview.

Merrill-Palmer Inst., Detroit, Mich.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Oct 75

Grant—FF-G-750-0047

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Child Care Workers, Child Rearing, Communication Skills, *Day Care Programs, *Demonstration Programs, *Early Childhood Education, Evaluation Methods, Interviews, Parent Attitudes, Parent Participation, Parent Role, *Parent School Relationship, Program Development, Research Design, Teacher Role

Identifiers—*Parent Caregiver Relationship

This paper describes the Parent-Caregiver Project, a research and demonstration program which focuses on the relationship between parents and caregivers in group day care settings. The project's purpose is two-fold: (1) to determine the nature of and identify variables that appear to influence parent-caregiver relationships in day care settings; and (2) to demonstrate effective day care practices that attempt to strengthen

the relationship between parents and nonfamily caregivers. The introduction sets forth the project's theoretical framework. Four areas of the parent-caregiver relationship serve as focal points of the research component of this project: (1) childrearing belief systems; (2) parent and caregiver attitudes toward one another; (3) communication channels' content, frequency and setting; and (4) center policies and practices toward parents. The goal of the demonstration component is to develop and demonstrate practices that improve the intersection of family and child care center social systems through a focus on communication between parents and caregivers. The steps to be taken in developing the demonstration program and the intended evaluation methods are discussed. (ED)

ED 119 866 PS 008 457

Day Care: A Resource for the Contemporary Family. Papers and Proceedings of a Seminar (Ottawa, Ontario, September 29-30, 1969).

Pub Date 74

Note—139p.; In English and French

Available from—Information Canada, 171 Slater Street, Ottawa, Ontario, Canada K1A 0S9 (Catalog #H76-23-1974, free of charge)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Child Care, Cognitive Development, *Day Care Programs, *Day Care Services, Delivery Systems, *Early Experience, Evaluation Criteria, Family (Sociological Unit), Financial Support, Foreign Countries, National Surveys, Parent Role, Parent School Relationship, Seminars, *Social Change, Social Development

Identifiers—*Ontario (Ottawa)

This booklet presents (in both English and French) four papers delivered at a seminar on day care in Ottawa, Canada in 1969: (1) "The Family in Contemporary Society and Emerging Family Patterns," (2) "The Effects of Early Childhood Experience" (on social and cognitive development), (3) "An Overview of Canadian Day Care Services," and (4) "New Directions for Day Care." Briefly summarized are general topics discussed during the seminar, including: (1) the need for day care in Canada, (2) existing supplementary child care services, (3) research evidence concerning adequate supplementary care, (4) the relationship of the family to day care programs, (5) delivery of day care services (including day care standards and funding), and (6) the benefits of day care. (BRT)

ED 119 867 PS 008 459

Status of Day Care in Canada: A Review of the Major Findings of the National Day Care Study, 1974. (Situation De La Garde De Jour Au Canada: Une Revue des Principales Constatations Sur La Garde De Jour, 1974).

Department of National Health and Welfare, Ottawa (Ontario).

Pub Date 74

Note—31p.; In English and French

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Child Care Centers, Community Involvement, Cooperative Programs, *Day Care Programs, *Day Care Services, *Early Childhood Education, Financial Support, *Foreign Countries, *National Surveys, Parent Participation, Tables (Data), Voluntary Agencies, Working Women

Identifiers—*Canada

This booklet presents (in both French and English) the results of a 1974 survey which assessed the growth of day care services in Canada. Similar national surveys had been conducted in 1971 and 1973. Results indicated that the number of day care spaces and the number of children of working mothers in day care increased substantially from 1973 to 1974. A trend toward non-profit day care centers (e.g., parent cooperatives, community-run centers, etc.), noted in the 1973 survey, continued in 1974. A continuing trend towards parent cooperatives and community-based day care centers and continuing growth of day care services are predicted. Data tables are included. (BRT)

ED 119 868 PS 008 461

Learning: A Cooperative Adventure. A Resource Guide for Working with Young Children.

Arizona State Dept. of Education, Phoenix.

Pub Date Sep 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Activity Learning, Cognitive Development, *Early Childhood Education, Home Visits, *Learning Activities, Learning Readiness, *Parent Education, *Parent Participation, *Parent Teacher Conferences, *Parent Teacher Cooperation, Perceptual Motor Coordination, Teaching Methods

Identifiers—Arizona (Tucson), *Parent and Child Education Project

This booklet describes a home and school curriculum for young children developed by the Tucson, Arizona, Parent and Child Education Project (PACE). The curriculum is divided into three main areas to prepare children for every day living and later school learning: The Child, The Child and the Immediate Environment, and The Child and Special Skills. Included in each area are lists of goals, five home activities, and five related school activities. A few suggestions for teachers on facilitating parent cooperation at school and during home visits are presented. A list of books, magazines, and records which offer ideas for learning activities is provided. (BRT)

ED 119 869 PS 008 463

Strayer, F. F. Strayer, Janet

An Ethological Analysis of Dominance Relations Among Young Children.

Pub Date Apr 75

Note—25p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975) Some parts may not reproduce clearly due to marginal quality of original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Classroom Observation Techniques, *Conflict, *Interaction Process Analysis, Longitudinal Studies, *Power Structure, Preschool Children, *Preschool Education, *Primateology, Video Tape Recordings

Identifiers—*Ethology

This study examined children's conflict interactions in an attempt to provide evidence for the evolutionary continuity of the organization of power relations within primate societies and childhood peer groups. A total of 17 children, ages 3 - 5, were observed daily at their preschool over a three month period. Two one-half hour video samples were taken each day and the naturally occurring conflict in these video records was analyzed to assess dominance relations. The results indicated that the data collected from observations in this study correspond very closely to the linear dominance model which applies to the group behavior of primates. (JMB)

ED 119 870 PS 008 464

Roderick, Jessie A. And Others

Observation: Basis for Planning, Implementing and Evaluating.

Maryland Univ., College Park. Center for Young Children.

Pub Date Aug 75

Note—114p.

Available from—UMporium, Student Union Bookstore, University of Maryland, College Park, Maryland 20742 (Occasional Paper Number Sixteen, \$3.50, plus \$0.50 postage and handling; orders for two or more copies, add \$0.25 additional postage for each copy)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Classroom Observation Techniques, *Communication (Thought Transfer), Decision Making, *Instruction, *Measurement Instruments, *Measurement Techniques, *Observation, Skill Development

This paper was designed to provide observational instruments and information about how to use them with future teachers or anyone interested in increasing sharpness of perspective in schools, churches, organizations (or any place where one person encounters another). Chapters discuss the following topics: (1) observation as a basis for quality living, (2) how to observe, (3) decision making behaviors as the focus of observation, (4) communication as the focus of observation, (5) involvement as the focus of observation, and (6) expanding observational prowess. Tables containing supportive materials are included. (JMB)

ED 119 871 PS 008 465

Birch, Leann Lipps

Age Trends in Children's Timesharing Performance.

Pub Date Apr 75

Note—40p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Age Differences, Cognitive Development, *Cognitive Processes, Complexity Level, *Developmental Tasks, *Elementary Education, Males, Motivation, Task Analysis, *Task Performance, *Time Factors (Learning)

Identifiers—*Information Processing (Psychological), Task Instruction Factors, Timesharing Performance

To investigate developmental differences in timesharing performance, 60 boys, 20 in each of three age groups (7-, 10- and 13-year-olds), performed an auditory matching task and a tracking task alone and concurrently, the latter under two sets of instructions. Decrements produced by concurrent performance were compared for the three age groups. When the timeshared tasks were presented as equally important, timesharing produced significantly greater proportional decrements in the tracking performance of the younger children. In all age groups, tracking task decrements were directly related to matching task difficulty. Subsequently, the children were instructed that one or the other of the tasks was more important and that they were to improve their performance on that task. All three age groups showed a significant improvement on the task emphasized by instructions. The relationship of the results to two models of information processing is discussed. (Author/BRT)

ED 119 872 PS 008 467

Wright, Cecil

The Black Child and Science.

Kentucky Univ., Lexington. Center for Professional Development.

Pub Date 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Creative Activities, *Creative Expression, Dramatic Play, Educational Objectives, *Elementary Education, Poetry, *Preschool Education, *Skill Development, Story Telling, *Teaching Techniques

The value of providing creative verbal activities such as storytelling, dramatizations, rhythmic and rhyming for preschool and elementary school children is discussed in this paper. Some specific educational goals which can be facilitated by such activities are suggested. A five-stage sequence of storytelling skills and activities is presented which includes (1) finger stories and simple action songs (2) chalktalks (3) pupil dramatizations (4) retelling and revising stories and nursery rhymes and (5) original stories by individual pupils and cooperating groups. Each level of this sequence is fully discussed and is accompanied by sample activities and teaching tips. (JMB)

ED 119 873 PS 008 468

Rowe, Bobby Louise

Sequenced and Not Sequenced Concept Learning of Symmetry by High and Low Visualizers: An Experimental Study with Fourth Grade Children in Art Education Based on a Systems Model.

Pub Date 8 Apr 74

Note—37p.; Paper presented at the National Art Education Conference (Chicago, Illinois, April 8, 1974)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Art Appreciation, *Art Education, *Discrimination Learning, *Elementary Education, Filmstrips, Grade 4, Imagery, Learning Processes, *Nonverbal Ability, *Sequential Learning, Symmetry, Teaching Methods, Visual Discrimination, Visual Learning

This study established a controlled instructional procedure for visual concept learning in a school setting and investigated the possibility that an ability trait difference could affect visual learning of the concept. A total of 84 high visualizers and 84 low visualizers were selected from 629 fourth grade children according to their scores on two tests of visualizing ability. Subjects were randomly assigned to three treatment groups: (1) the sequenced learning group viewed a sequenced filmstrip containing instruction on the concept of symmetry; (2) the trial-and-error group viewed a trial-and-error filmstrip presenting the same concept; and (3) the control group saw no filmstrip. Following treatment, each group was given a test

of concept mastery and a test of the transfer of that mastery to identifying symmetry in works of art. Results indicate that: (1) differing degrees of visualizing ability can be identified; (2) visualizing ability is strongly related to success in acquiring the concept of symmetry in visual arts; (3) the ability to identify symmetry in examples of visual art can be learned by both high and low visualizers; (4) a greater degree of transfer of this ability is achieved by high visualizers; and (5) the sequenced presentation was more effective than the trial-and-error presentation. (Author/ED)

ED 119 874 PS 008 472

Shapiro, Sylvia

Parent Involvement in Day Care: Its Impact on Staff and Classroom Environments.

Pub Date 75

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Organization, Administrator Attitudes, Child Rearing, *Classroom Environment, Classroom Observation Techniques, *Day Care Programs, *Decision Making, Interviews, Parent Attitudes, *Parent Influence, *Parent Participation, Parent Teacher Cooperation, Preschool Programs, Socioeconomic Status, Teacher Behavior
Identifiers—*New York (New York)

In this large scale study, the extent of parent involvement in preschool day care and its impact on staff and on classroom environments in child-centered and adult-centered situations were assessed. Subjects were 15 directors, 30 teachers, 524 children in 30 classrooms. Interview schedules and a classroom observation scale were the two instruments used. The findings indicate that: (1) the percentage of parents who are board members is not a determinant of parent influence; (2) there is a relationship between the amount of parent involvement in administrative areas such as fiscal control, hiring and firing, and personnel practices, and the amount of influence in curriculum/teaching areas; (3) this influence is mediated primarily through the director; (4) the amount of parent involvement is related to whether classrooms will be child-centered or adult-centered; and (5) this relationship varies with the social class status and educational level of parent policymakers. (Author/ED)

ED 119 875 PS 008 474

Younger, Carolyn T., Comp. And Others

Family Day Care: An Annotated Bibliography.

Community Day Care Coalition, Toronto (Ontario); Social Planning Council, Toronto (Ontario).

Spons Agency—Department of National Health and Welfare, Ottawa (Ontario); Ontario Ministry of Community and Social Services, Toronto.

Pub Date Sep 75

Note—44p.

Available from—Project Child Care, Community Day Care Coalition and the Social Planning Council of Metropolitan Toronto, 185 Bloor Street East, Toronto, Ontario, Canada (Paper #1, \$1.50)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, Certification, Child Care Workers, Child Welfare, *Community Resources, *Day Care Services, Delivery Systems, Educational Programs, Evaluation, *Family Day Care, Mothers, Program Planning, *Quality Control
Identifiers—Project Child Care

This annotated bibliography provides a review of literature regarding family day care, support systems for family day care, and contingent issues. A total of 70 journal articles, conference papers, progress reports, book chapters and pamphlets are cited; selected critical comments are offered. Some technical weaknesses in studies are noted. Appendices include information on securing pertinent audio-visual materials, lists of day care contact people in Ontario, other day care bibliographies, and selected cross references. (ED)

ED 119 876 PS 008 495

Forté, Edmund J.

The Effects of Individualized Instruction on the Improvement of Self Concept of Low Achieving Primary Grade Urban Children.

Pub Date Jul 75

Note—103p.; Ph.D. dissertation, Walden University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Comparative Analysis, Diagnostic Teaching, Educational Objectives, Grade 3, *Individualized Instruction, Individualized Reading, Intervention, *Low Achievers, Measurement Instruments, *Primary Education, Reading Achievement, Remedial Mathematics, *Remedial Reading Programs, *Self Concept, Student Teacher Relationship, Urban Education

Identifiers—Checkpoint Center Program, *Pennsylvania (Philadelphia)

This dissertation investigates the effect of an individualized remedial reading and mathematics program (the Philadelphia Checkpoint Center Program) on the self concept of low achieving third-grade children. In the program, children received individualized, diagnostic and prescriptive instruction for 40 minutes daily in groups of 15 or fewer. In an effort to assess the effectiveness of Checkpoint on self concept, and experimental group of 184 third-grade pupils was identified and exposed to the program for 50 days. A control group was composed of children who were identified as low achievers but who did not participate in the program. The Reading Section of Form A of the California Achievement Test was administered prior to the 50-day period and Form B was administered at the end of the study interval to children in both the experimental and control groups. Three independent self concept scales were administered to both groups before and after the treatment period. Two of the self concept measures were self reports while the third, an inferred self concept assessment scale, was completed by classroom teachers. The teacher scale and one self-report form are included in appendices. Results indicated that positive changes in the self concept and in reading achievement of children exposed to the Checkpoint Program during the experimental period were significantly greater on all measures than changes experienced by the control group. (Author/BRT)

RC

ED 119 877 RC 005 808

Carruthers, Garrey Eastman, Clyde

A Comparative Economic Analysis of North-Central New Mexico. New Mexico Agricultural Experiment Station Research Report 211.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—NMAES-RR-211

Pub Date Oct 71

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Comparative Analysis, *Economic Factors, *Employment Patterns, *Growth Patterns, Industry, *Rural Areas, Rural Economics, Socioeconomic Influences
Identifiers—*New Mexico (North Central)

North-Central New Mexico has many of the problems common to other rural areas. Unemployment and underemployment rates tend to be high and per capita income relatively low. This study evaluated regional economic performance over a 19-year period (1949-1968) as compared to other regions and the nation. Shift analysis (a means of examining regional growth through study of relative shifts in economic activity) was used. This method of comparative-growth analysis measured regional performance against national standards by attributing regional employment growth to 3 basic effects: (1) national growth effect (the number of employees gained or lost by a local sector if employment in the sector grew or declined at the national total employment growth rate); (2) industry-mix effect (the region's commitment to either fast or slow growth industries); and (3) competitive effect (the differential rates of growth by industry in various regions in the country). Employment data by industry were obtained from the Bureau of Business Research "Income and Employment in New Mexico" reports. Missing data due to disclosure regulations were estimated according to U.S. Department of Commerce County Business Patterns statistics. Among the findings were: total regional employment increased more than expected (i.e., at greater than the national rate) and the most profound influence on regional employment was the increase in government employment. (NQ)

ED 119 878

RC 008 978

Moulton, Gary Evan

John Ross, Cherokee Chief.

Pub Date May 74

Note—387p.; Ph.D. Dissertation, Oklahoma University

Available from—Inter-Library Loan, West Virginia University, Morgantown, West Virginia 26506

Document Not Available from EDRS

Descriptors—*American Indians, *Biographies, Civil War (United States), Doctoral Theses, Federal Government, *Policy Formation, Political Issues, Reconstruction Era, Relocation, *Treaties, Tribes, *United States History
Identifiers—Cherokees, *Ross (John)

Emphasizing the dedication with which John Ross (1790-1866) labored to achieve Cherokee social and political cohesion, this biography details the historical and political events which influenced Ross's attempts to make the U.S. honor its treaty obligations and thwart the Federal "Removal Policy" (removal of American Indians from their lands in the East to less desirable lands in the West). Describing Ross as a man of integrity with a "facility for articulating the Cherokee cause", this treatise maintains that his genius "lay in his ability to recognize boundaries, geographic and psychological, and to guide the cautious Cherokees within those limits." The 12 chapters which describe Ross's personal and political development are titled as follows: (1) "Ancestry and Identity"; (2) "Political Apprenticeship" (weaned on tribal politics and having English facility, Ross became the protégé of Charles Hicks and Major Ridge); (3) "The Georgian Thrust" (Ross vs Georgia and Federal government removal policies); (4) "Cherokee Impasse" (the fight frustrated); (5) "Treaty of New Echota" (a removal treaty signed by Ross's opposition); (6) "Year of Decision" (1837-38 when Ross capitulated to removal); (7) "Interregnum" (post-removal period); (8) "Semblance of Unity" (annulment attempts); (9) "Travail and Tranquility" (Cherokee divisiveness and the Treaty of 1846); (10) "Civil War" (Southern alliance); (11) "Reconstruction"; (12) "In Retrospect" (an evaluation). (JC)

ED 119 879

RC 009 011

Leonard, Olen Loomis, C. P.

Culture of a Contemporary Rural Community: El Cerrito, New Mexico. Rural Life Studies: 1, November 1941.

Department of Agriculture, Washington, D.C.

Pub Date Nov 41

Note—77p.; Some pages may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adjustment (to Environment), *Community Characteristics, Community Study, Cultural Context, Cultural Isolation, Land Use, *Local History, *Rural Environment, Sex Role, *Socioeconomic Influences, *Spanish Americans
Identifiers—*New Mexico (El Cerrito)

Located on the Pecos River in San Miguel County, El Cerrito (New Mexico) was a culturally stable rural community. Almost a cultural island, its inhabitants were of native or Spanish American stock, descendants of conquistadores who mixed their blood with that of the indigenous population. Religion and the Catholic church had a profound influence on the people. This was shown in their thinking, attitudes and values, and day-to-day activities. The family had a strong influence on the community. When the village was first settled, it was completely surrounded by enough grass land to support sheep and cattle to afford the people an independent livelihood. The community was almost a complete and independent socioeconomic unit, depending on the outside world for a market for its wool and to supply certain material items not produced or made at home. However, over the last quarter-century, El Cerrito had suffered severely due to loss of a large portion of the land which supported it. Loss of local resources failed to disturb the village or its people while outside employment offered a substantial wage. It was only after this resource also gave way that continued existence of the old way of life was threatened. Its preference for cultural isolation and its lack of technological knowledge did not allow El Cerrito to meet the competition of other producing areas. (NQ)

ED 119 880

RC 009 017

Nenq, Ato Million

Towards New Ventures in Education. Workshop on Nonformal Education (Yared Music School, Addis Ababa, Ethiopia, February 18, 1974).

Pub Date 18 Feb 74

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Change Strategies, *Community Development, *Community Resources, *Developing Nations, Income, *Nonformal Education, *Rural Development, Speeches, *Training Objectives, Workshops

Identifiers—Community Practicum, *Ethiopia

The major responsibility of this workshop on nonformal education is to establish some prototypes of community training activities which will coordinate with the agricultural and health components of Ethiopia's Fourth Five Year Plan for rural development and which can later be reproduced in the countryside. Linking education to overall development objectives requires new thinking to incorporate: (1) a curriculum that grows from the community; (2) "classrooms" at any point where learning takes place; (3) schools that are integrated into the community; (4) highly flexible educators who can respond to the immediate needs of the community; (5) respect for and inclusion of the "noneducated"; (6) heavy emphasis on skill implementation and follow-up procedures. This workshop will be working with the concept of the "community practicum" which embodies the following: (1) a practical and community orientation emphasizing application via total community availability; (2) participation by both trainees and trainers; (3) response to expressed community needs; (4) utilization of existing skills and resources in an effort to promote self-employment and increased levels of income; (5) practical skills related to local productivity. Questions to be considered at this workshop should focus on how the community practicum concept can be implemented and how to best guard against bureaucratic suffocation. (JC)

ED 119 881

32

RC 009 020

Pearce, Consuelo Q. de

Title I Instructional Aides' Training Sessions (Nampa, Idaho, School District 131, November 21, 1974-January 2, 1975).

Migrant Education Resource Center, Nampa, Idaho.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Child Development, *Cultural Awareness, *Institutes (Training Programs), *Instructional Aids, Language Arts, Methods, Mexican Americans, *Migrant Child Education, Reading Instruction, *Role Perception, Self Concept, Student Needs, *Teacher Aides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The four training sessions for instructional aides working with migrant children in the Nampa, Idaho school district included objectives to facilitate: (1) awareness of aide influence; (2) aide self-confidence; (3) comfortable interaction between aides and school district personnel; (4) problem detection and prevention; (5) the aide's role in school-home communication; (6) sensitivity to migrant and Mexican American student needs; (7) comprehension of student bilingualism; (8) understanding of the importance of diagnostic testing; (9) use of individualized methodology; (10) interpretation skill at parent-teacher conferences. The first training session involved discussion of the role of the aide and the special needs of migrant children, while the second session involved continued discussion of migrant needs; a descriptive narrative on what it means to have a good self-image; and a film, "Children of the Fields", on the experiences and responsibilities of migrant children. The third session involved interchange with a child development specialist and examination of Erik Erikson's eight stages in the psycho-social development of man. The final session was devoted to examining objectives; sharing past experiences; discussing specific duties of the aide; and discussing specific ways in which an aide can assist in reading and language arts instruction. (JC)

ED 119 882

RC 009 021

Maine Indians: A Brief Summary. December 1975.

Maine State Dept. of Indian Affairs, Augusta.

Pub Date Dec 75

Note—21p.; Revision of February 1971 publication

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Agency Role, *American Indians, *Cultural Background, *Educational Opportunities, *Historical Reviews, *Land Use, Natural Resources, Nonreservation American Indians, Religious Factors, Reservations (Indian), State Programs, Student Enrollment, Tribes

Identifiers—Catholic Missions, *Maine, Passamaquoddy, Penobscot

Divided into five major sections, this revised summary of the socioeconomic development of Maine American Indians presents the following: (1) General Information (prehistoric development of these Algonquian-speaking Indians including the most recently accepted tribal and band subdivisions; their cultural and historical development; and their position today including reservation size and locations, tribal government, and the State-tribal relationship); (2) The Development and Influence of the Catholic Indian Missions in Maine, 1611-1820 (comprising the major portion of this document, this section deals with: Early French Missions; Capuchins at Castine; Jesuits on the Saint Lawrence; Missions on the Kennebec; Mission on the Penobscot; Missions on the Saint John River; After the Fall of Quebec in 1763; and Under the United States); (3) Maine's Department of Indian Affairs (initiation, purpose, branch offices, goals, and objectives); (4) Indian Education in Maine (a summary which details the Maine Department of Education's responsibility for reservation based day schools and presents information relative to on- and off-reservation enrollment statistics, regular and special programs, personnel, and construction); (5) Forest Resources of the Indian Township Passamaquoddy Reservation (land use, multiple use policy, timber management, and forest protection). (JC)

ED 119 883

RC 009 023

Arizona TeleMedicine Project.

Arizona Univ., Tucson. Coll. of Medicine.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-B2C-5379

Pub Date Jun 73

Note—61p.; Related documents are RC 009 024-027

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*American Indians, Delivery Systems, Design, Evaluation Methods, *Health Services, Interagency Coordination, Objectives, *Program Descriptions, Project Applications, Reservations (Indian), *Rural Areas, *Telecommunication

Identifiers—*Arizona TeleMedicine Project, IHS, Indian Health Service

Designed to provide health services for American Indians living on rural isolated reservations, the Arizona TeleMedicine Project proposes to link Phoenix and Tucson medical centers, via a statewide telecommunications system, with the Hopi, San Carlos Apache, Papago, Navajo, and White Mountain Apache reservations. Advisory boards are being utilized to ensure project objectives and coordination with the Indian Health Service (IHS). Project activities are to involve: (1) design, installation, operation, evaluation, and maintenance of the TeleMedicine Network; and (2) application of network capabilities to IHS and assessment of network impact on services and patient outcomes. Specific network objectives are to include: (1) providing on-line supervision, advice, and medical consultation to health service personnel; (2) directing diagnostic, medical, and therapeutic services; (3) providing x-ray, laboratory interpretations, and other technical ancillary services via use of biotelemetry, video, facsimile, and computer analysis of medical data; (4) providing on-line computerized health information on individual patients; (5) providing educational activities to upgrade skills of health care personnel; (6) studying the communications systems design, operation, and reliability; (7) studying the system's cost effectiveness; and (8) encouraging development and application of telecommunications systems. (JC)

ED 119 884

RC 009 024

Arizona TeleMedicine Network: System Procurement Specifications, Phase 1.

Arizona Univ., Tucson. Coll. of Medicine.; Atlantic Research Corp., Alexandria, Va.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-B2C-5379

Pub Date 31 Dec 72

Note—234p.; Some photographs, maps, and charts may not reproduce clearly due to marginal quality of original; Related documents are RC 009 023-027

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—*American Indians, Contracts, Delivery Systems, Design, Equipment, *Health Services, Maps, Mobile Laboratories, Performance Specifications, Photographs, Quality Control, Reservations (Indian), *Rural Areas, *Specifications, Technology, *Telecommunication

Identifiers—*Arizona Telemedicine Project

Defining the system procurement specifications for a telecommunications system designed to provide health services to rural isolated American Indians living on reservations in Arizona, this document presents detailed specifications for: (1) a complete communications facility; (2) a mobile health communications treatment and diagnosis unit; (3) clinical components (X-ray, laboratory, and examination equipment); and (4) various related professional services. Major sections of this document include: (1) Scope; (2) System Design (purpose; design objectives; geographic scope; information handling; selection of microwave routes; signal routing, system management, and switching; control console equipment; equipment licensing; radio frequency channel assignments); (3) Applicable Documents; (4) Transmission Performance Requirements (voice bandwidth channels, telemetry channel, television channels); (5) Equipment Performance Requirements (video; audio; multiplex channel; microwave radio; teleprinter; slow-scan television); (6) Mobile Unit and Support Relay; (7) Other Technical Requirements (equipment shelters, appurtenances, and radomes); (8) Quality Assurance (testing and testing procedures); (9) General Conditions and Instructions to Contractor; (10) Appendices (path profiles; site maps and photographs; drawings). (JC)

ED 119 885

RC 009 025

Arizona TeleMedicine Network: Engineering Master Plan.

Arizona Univ., Tucson. Coll. of Medicine.; Atlantic Research Corp., Alexandria, Va.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-B2C-5379

Pub Date 31 Dec 72

Note—331p.; Some pages may not reproduce clearly due to marginal quality of original; Related documents are RC 009 023-027

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—*American Indians, Budgets, Delivery Systems, *Health Services, *Master Plans, Performance Specifications, Program Descriptions, Project Applications, *Rural Areas, Statewide Planning, Technology, *Telecommunication

Identifiers—*Arizona TeleMedicine Project

As the planning document for establishing a statewide health communications system initially servicing the Papago, San Carlos and White Mountain Apache, Navajo, and Hopi reservations, this document prescribes the communications services to be provided by the Arizona TeleMedicine Network. Specifications include: (1) communications services for each site (2-way color/monochrome television channels; 2-way voice channels between field stations and referral centers and referral centers and medical centers; 2-way slow scan television channels; 2-way physiological telemetry channels; teleprinter channels connecting with the Tucson Health Information System computer; camera control tones); (2) recording devices for network evaluation and patient recordkeeping; (3) a wideband transmission; (4) frequency modulated microwave radio transmission; (5) radio equipment licensing in view of expansion; (6) interface capabilities; (7) switching control and network management to parallel present patient referral patterns; (8) mobile unit to include communications and clinical facilities; (9) technical main-

tenance at Fort Defiance, Phoenix, and Tucson; (10) color television for clinical purposes; (11) computer aided diagnosis; (12) network costs (for 27 stations) of about \$8,186,936; (13) operating costs of about \$298,600 annually; (14) Phase I budgetary and operating costs of about \$2,040,408 and \$161,400 respectively. (JC)

ED 119 886 RC 009 026
Arizona TeleMedicine Network: System Procurement Specifications.

Arizona Univ., Tucson. Coll. of Medicine.; Atlantic Research Corp., Alexandria, Va.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Report No.—OEO-B2C-5379
Pub Date 25 May 73
Note—105p.; Related documents are RC 009 023-027

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*American Indians, Contracts, Definitions, Delivery Systems, Equipment, *Health Services, Performance Specifications, Program Design, Quality Control, Reservations (Indian), *Rural Areas, *Specifications, Standards, Technology, *Telecommunication
Identifiers—*Arizona TeleMedicine Project

Providing general specifications and system descriptions for segments within the Arizona TeleMedicine Project (a telecommunication system designed to deliver health services to rural isolated American Indians in Arizona), this document, when used with the appropriate route segment document, will completely describe the project's required communication facilities (radio, studio, and terminal equipment). Major topics presented include: (1) Scope (communication medium and channels, switching, and compatibility); (2) System Design (design objectives; signal routing, switching, and system management; control console equipment; equipment licensing, etc.); (3) Applicable Documents (Electronic Industry Association Standards; Federal Aviation Regulations, etc.); (4) Transmission Performance Requirements; (5) Equipment Performance Requirements (video; magnetic tape recorders and playback units; switcher matrices; teleprinter; facsimile, etc.); (6) Other Technical Requirements (cable; prefabricated shelters; towers, antennas, and radomes; failure alarms; order wire; frequency shift key equipment; lighting, etc.); (7) Quality Assurance (acceptance test plan; test procedure and schedule; factory tests, etc.); (8) General Conditions and Instructions to Contractor (definitions; materials and employees; preconstruction submission of drawings; subcontracting; licenses, permits, taxes, and wages, etc.). (JC)

ED 119 887 RC 009 027
Arizona TeleMedicine Network: Segment Specifications—Tuba City via Ft. Mden, Phoenix; Keams Canyon, Second Mesa, Low Mountain; Phoenix, San Carlos, Bylas; Keams Canyon via Ganado Mesa, Ft. Defiance; Tuba City via Black Mesa, Ft. Defiance; and Budgetary Cost Information—Pinal Peak via San Xavier, Tucson.

Arizona Univ., Tucson. Coll. of Medicine.; Atlantic Research Corp., Alexandria, Va.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Report No.—OEO-B2C-5379
Pub Date 30 May 73
Note—226p.; Some maps, charts, and photographs may not reproduce clearly due to marginal quality or original; Related documents are RC 009 023-026

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage
Descriptors—*American Indians, Budgets, Design, Equipment, Geographic Location, *Health Services, Maps, Networks, Photographs, *Rural Areas, *Site Analysis, Specifications, *Telecommunication
Identifiers—*Arizona TeleMedicine Project

The communication links of five different segments of the Arizona TeleMedicine Network (a telecommunication system designed to provide health services for American Indians in rural isolated areas) and budgetary cost information for Pinal Peak via San Xavier and Tucson are described in this document. The five communication links are identified as: (1) Keams Canyon Hospital, the field health station at Second Mesa and the field health station at Low Mountain via a switching relay at Keams Canyon; (2) the Phoenix Indian Medical Center and a peripheral

hospital at Tuba City via relays at Shaw Butte, Mingus Mountain, Mount Elden, and Graveyard Junction; (3) the Phoenix Indian Medical Center, a peripheral hospital at San Carlos, and the field health station at Bylas via a switching relay at Pinal Peak; (4) Keams Canyon Relay and Ganado Mesa Relay via a relay at Steamboat Junction with Administrative Voice Channels extended to Keams Canyon Hospital and Fort Defiance Hospital; (5) switching relays at Shonto, Black Mesa, and Yale Point. Each communication link is identified in terms of: (1) Scope; (2) System Design (communication channels, selection of microwave routes, control of signal switching); (3) Applicable Documents (regulatory); (4) Spare Equipment and Materials Requirements; (5) Path Profiles; (6) Site Maps; (7) Site Photographs; and (8) Drawings. (JC)

ED 119 888 95 RC 009 028
Cotera, Martha

Profile of the Mexican American Woman.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Mar 76
Contract—NIE-C-400-75-0025
Note—280p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-037, \$8.00)

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage
Descriptors—*Achievement, Bibliographies, Cultural Images, Family Life, *Females, Feminism, Life Style, Mexican American History, *Mexican Americans, *Role Perception, Self Actualization, *Sex Role, Socioeconomic Background
Identifiers—*Chicanas

The second largest group of minority women in the U.S., Mexican American women share multitudinous histories, vast differences in lifestyles, experiences and realities. A Chicana may have recently arrived from Mexico, or her ancestors may have been in the Southwest since 1520 (or before) or in the Midwest since the 1880's. She may be rural, urban, poor, middle class or Ph.D., a high school dropout, a teacher, or a migrant. She does share some basic, and heterogeneous, roots in the development of Indian and Spanish culture and history. She also shares the history of involvement and participation which has been a way of life for the Chicano community in the U.S. since 1848. Documenting the development of Mexican American women in Mexico and the U.S., this monograph discusses: the Chicana's historical legacy during Mexico's Pre-Columbian and Colonial Periods, its War for Independence, the 1910 Revolution, and during the United States Colonial Period and history between 1840 and 1960; Chicanas in the U.S. today—their education, employment status, income, health, housing, roles, and attitudes; the Chicana and her family; today's Chicana and her achievements in education, literature and journalism, political activities, and labor; Chicanas in the feminist movement; and the Chicana and the future. Appended are a 119-item bibliography, addresses for 35 Chicana organizations, and various resolutions passed between 1970 and 1975 in 10 Chicana conferences. (NQ)

ED 119 889 32 RC 009 030
Scott, Norval C., Jr., Comp.

Zip Pak for Reading Readiness Level (Teacher's Manual).
Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date 68

Note—41p.; Prepared by 16 participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 031

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Curriculum Guides, Lesson Plans, Manuals, *Migrant Child Education, *Primary Education, *Reading Readiness, *Teacher Developed Materials, Teaching Guides
Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, ESEA Title I, ESEA Title III, *Zip Pak

In the summer of 1968, a workshop was held to produce a reading booklet to be used especially by migrant children. The booklet was to: (1) take about 2 weeks of class time, (2) appeal to the migrant child with his special set of needs, (3) be as interesting and creative as possible, and (4) have a built-in pre- and posttesting program for evaluation purposes. With the help of migrant children attending a summer school program, the 16 workshop participants created several Zip Paks, ranging from the reading readiness level through the third level. Each Zip Pak has an accompanying teacher's manual to assist in its use. This teacher's manual is to accompany the Zip Pak for the reading readiness level. It presents: (1) the pak's objectives; (2) behavioral objectives; (3) directions for administering and scoring the Child's School-Home Environmental Test and the Children's Self-Social Constructs Test, Preschool Form; (4) 15 daily lessons; and (5) 15 picture cards. (NQ)

ED 119 890 32 RC 009 031
Scott, Norval C., Jr., Comp.

Zip Pak for Reading Readiness Level.
Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date 68

Note—35p.; Prepared by 16 participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 030

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Basic Vocabulary, *Migrant Child Education, Post Testing, Pretesting, *Primary Education, *Reading Readiness, Reading Readiness Tests, *Teacher Developed Materials, *Workshops
Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, ESEA Title I, ESEA Title III, *Zip Pak

Zip Paks were created by 16 participants who met in the summer of 1968 to produce a reading booklet to be used especially by migrant children. Zip Paks range from the reading readiness level through the third level. Objectives of the Zip Pak for the reading readiness level are to: (1) establish rapport with the child, (2) make the child comfortable in room/school environment, (3) have a true understanding of the child's self-image in the school sphere, (4) identify strengths and weaknesses in reading readiness skills, and (5) establish one area in which extensive reinforcement and enrichment can culminate in feelings of success and achievement. Behavioral objectives are that the child will: (1) draw more non-home items in a posttest than he draws on a pretest and (2) locate himself closer in space to non-home symbols in a posttest. This student workbook presents the activities to be done by the student. (NQ)

ED 119 891 32 RC 009 032
Scott, Norval C., Jr., Comp.

Zip Pak for Second Reader Level (Teacher's Manual).
Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date 68

Note—19p.; Prepared by 16 participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 033

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Basic Reading, Basic Vocabulary, Curriculum Guides, Lesson Plans, *Migrant Child Education, *Primary Education, Reading, *Teacher Developed Materials, Teaching Guides, *Vocabulary Development, Word Lists
Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, ESEA Title I, ESEA Title III, *Zip Pak

Developed for use with migrant children between the ages of 8 and 12 years, working at a second grade level, this Zip Pak was created to give additional aid in reading and vocabulary building. Since the speaking vocabulary of these children tends to be normal while their reading and writing vocabulary tends to be low, an attempt was made to reinforce their reading vocabulary, using words already a part of their

speaking vocabulary. The Zip Pak's objective is to improve the child's word recognition by at least 10%. Two types of lessons are provided. The first type provides a student's book, in which all lessons are presented. These lessons consist of such activities as flash cards, reinforcement activities, drawing, writing, poem reading, magic word puzzles, and a crossword puzzle. The second type is located almost entirely in this teacher's manual. These lessons involve following directions, writing about an experience, reading their own sentences, and putting the story in their books. The various parts of these lessons may be used as single lessons or combined to make longer lessons. A word list to be used as pre- and posttest is also included. (NQ)

ED 119 892 32 RC 009 033

Scott, Norval C., Jr., Comp.

Zip Pak for Second Reader Level.

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date 68

Note—41p.; Prepared by 16 participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 032

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Basic Reading, Grade 2, Learning Activities, *Migrant Child Education, Primary Education, Reading, *Teacher Developed Materials, *Vocabulary Development, Word Lists, *Workbooks

Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, ESEA Title I, ESEA Title III, *Zip Pak

The student's workbook was developed to give additional aid in reading and vocabulary building to migrant children between the ages of 8 and 12 years old, working at a second grade reading level. Six lessons are given in this student's workbook. Each lesson consists of: words to learn, a story to read, questions to answer, a picture to draw, a story to write, a poem to read, a puzzle to do, and things to make. The students are to talk and write about the things they make. Behavioral objective of these lessons is that the child will improve his word recognition by at least 10%. As a pre- and posttest the child is to pronounce each word on the word list clearly. Correct responses given by the student are recorded. This word list is included. (NQ)

ED 119 893 32 RC 009 034

Anderson, Bernard F. And Others

Urban-Rural Cross Cultural Adjustment Problems of Indians and Mexican Americans. A Survey of Literature.

Pub Date 1 Jan 70

Note—392p.

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage

Descriptors—*Adjustment (to Environment), Alaska Natives, *American Indians, *Bibliographies, Books, *Cross Cultural Studies, Culture Conflict, Doctoral Theses, Education, Masters Theses, *Mexican Americans, Periodicals, Rural Urban Differences, Socioeconomic Influences, Spanish Culture

The bibliography cites approximately 2,676 books, journal articles, master's theses, doctoral dissertations, and other unpublished materials pertaining to the urban-rural cross-cultural adjustment problems of American Indians and Mexican Americans. Written between 1902 and 1969, the materials are divided into 2 major sections: (1) those pertaining to American Indians and (2) those pertaining to Mexican Americans. The American Indian section cites 344 books, 330 journal articles, and 423 master's theses and doctoral dissertations. In the Mexican American section, there are citations for 405 books, 624 journal articles, 382 unpublished doctoral dissertations and master's theses, and 168 other unpublished materials. Among the topics covered are: education, health, socioeconomic influences, culture, housing, employment, language, history, politics, civil rights, and migration. (NQ)

ED 119 894 32 RC 009 037

Colyer, Dale, Comp.

Report on the Property Research Workshop (Orono, Maine, June 25-28, 1975). Publication No. 9.

Northeast Regional Center for Rural Development, Ithaca, N.Y.

Spons Agency—Farm Foundation, Chicago, Ill.

Report No.—NRCRD-9

Pub Date Jan 76

Note—24p.

Available from—Northwest Regional Center for Rural Development, Cornell University, 242 Roberts Hall, Ithaca, New York 14853 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Change Agents, Decision Making, Economic Development, Futures (of Society), Hypothesis Testing, *Land Use, Models, Natural Resources, Population Distribution, *Property Accounting, *Research Criteria, Research Needs, *Rural Development, Social Change, Workshops

Identifiers—*Social Institutions

In response to the complexities of technological, social, political, and institutional change, the Property Research Workshop focused on the theoretical, rather than the empirical aspects of property-related research. Specifically, emphasis was on analytical and institutional approaches to research. Ten institutionally-related propositions were presented by resource person for purposes of general and small group discussions. Derived from the institutional propositions, the following property-related research areas were analyzed: (1) the land market; (2) parcelization through easements; (3) farm corporations; (4) population distribution patterns (suburbanization) caused by local parcelization of government; (5) change from production to market domination; (6) the effect of the welfare state on the need for an individual estate; (7) the quality of resources available (fixed vs infinite). The analytical approaches to property research (also presented by a resource person) included: (1) the property rights approach (definition of incentive structure, behavioral assumptions, and conclusions); (2) research models (incentives framework development, model development specifying interactions, variable starting values, behavioral assumptions, model run, and results); (3) hypothesis testing (hypothesis validity). (JC)

ED 119 895 32 RC 009 038

Priorities in Community Services Research for the Northeast: A Report of the Ad Hoc Committee on Community Services. Publication No. 10.

Northeast Regional Center for Rural Development, Ithaca, N.Y.

Report No.—NRCRD-10

Pub Date Jan 76

Note—63p.

Available from—Southeast Regional Center for Rural Development, Cornell University, 242 Roberts Hall, Ithaca, New York 14853 (free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Children, Classification, *Community Services, Elementary Secondary Education, Health, Housing, *Needs Assessment, Organizational Effectiveness, Program Evaluation, *Research Needs, *Research Projects, *Rural Development, Senior Citizens

Identifiers—*United States (Northeast)

Constituted to include research users, the ad hoc Committee on Community Services Research in the Northeast analyzed the problems and information needs of community service personnel during a conference session. Issues and questions derived from this initial interchange were categorized and then translated into research problems. Criteria employed to determine research priorities included: (1) relevance; (2) resource availability; (3) significance of the problem area; and (4) current status of research. Highest research priorities established in reference to the U.S. Department of Agriculture and the 14 land-grant institutions in the 12-state Northeast region included: solid wastes; public housing; physical and mental preventive and long run term health care; elementary and secondary education; social services for the aging and for children. Highest priority research programs were identified as: (1) current state of knowledge; (2) analyses of alternative organizational arrangements (cost-quantity-quality relationships, cost benefit of effectiveness, distribution of burdens and benefits, citizen satisfaction and system adaptability); (3) evaluation of local, state, and national programs and policies; (4) methodologies for assessing and projecting needs for community services; (5) assessment of national needs for community services in rural areas. (JC)

ED 119 896 32 RC 009 039

Byrd, Wayne L.

Common Vs. Class Differential Success-Values: Additional Evidence from the Deep South.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA-CSRS-S-81

Pub Date 1 Feb 76

Note—11p.; Paper presented at the Rural Sociology Section, Annual Meeting of the Southern Agricultural Scientists (73d, Mobile, Alabama, February 1-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Aspiration, Caucasians, Expectation, High School Students, Hypothesis Testing, Males, Occupational Aspiration, *Rural Youth, Seniors, Social Class, *Socioeconomic Status, *Southern States, *Success Factors, *Values

Utilizing data derived from survey questionnaires administered during 1968 to 427 white high school senior males, the following hypotheses were tested: (1) no class differentials exist with regard to the proportion in each class who place a high value on success; and (2) of those respondents who value success highly, a larger proportion of higher status youth will exhibit high levels of occupational and educational status projections than their lower status counterparts. The variables employed in data analysis were: (1) socioeconomic status, (2) occupational aspirations, (3) occupational expectations, (4) educational aspirations, (5) educational expectations, (6) success values index. Findings indicated: (1) there was a common value system relative to success which was operative across class lines; (2) lower class youth who valued success highly were more likely to exhibit lower status expectations than their higher class counterparts but were not likely to exhibit corresponding differences in their aspirations. It was concluded that aspirations appear less indicative of an individual's value hierarchy because selection may come from other than "available" ends of action, while expectations denote a desired level of attainment realistically pursued. The data were collected in a study of nonmetropolitan youth from Alabama, Georgia, Louisiana, Mississippi, South Carolina, and Texas. (JC)

ED 119 897 32 RC 009 040

Falk, William W. Comfort, Allen

Demographic Trends in Education in Louisiana.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—LAES-H-1780

Pub Date Feb 76

Note—34p.; For related document, see ED 011 205. Paper presented at the Rural Sociology Section of the Southern Association of Agricultural Scientists Meetings (Mobile, Alabama, February 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Caucasians, Census Figures, *Educational Trends, Equal Education, *Migration Patterns, Negroes, *Population Trends, *Racial Differences, Rural Farm Residents, *Rural Urban Differences, Schools, Teachers, Teaching Experience

Identifiers—*Louisiana, Rural Nonfarm Residents, Rural Urban Migration

Utilizing census data from 1950, 1960, and 1970 and school data from 1950-51, 1960-61, and 1973-74, the historical trends in Louisiana education were analyzed. Units of analysis included: (1) the State; (2) the most urban and most rural parishes (defined as 65% urban or rural at each point in time); and (3) whites and nonwhites within the State and within rural and urban parishes. Data were analyzed in terms of state population, school-age population (7 to 17 years of age), and all teachers in the public schools. Analysis revealed: (1) an increase in urban populations; (2) a tremendous decrease in the percentage of people classified "rural farm" and a comparable increase in the "rural nonfarm" classification; (3) a stabilization of the proportion of whites and nonwhites in rural and urban areas for the past two decades; (4) an increase in the number of urban parishes and a decrease in the number of rural parishes; (5) increases in total population (35.8%) and school-age populations (68.2%); (6) a decrease in rural parish-school-age population (from 40% to 15% between 1950 and 1970); (7) equalization of the percentages of whites and nonwhites attending school by 1960; (8) increases in the total number

of teachers, the number of nonwhite teachers, and degreed teachers; (9) equalization of rural/urban, white/nonwhite, and experienced/nonexperienced teacher differences by 1973-74. (JC)

ED 119 898 RC 009 041

Klimoski, Victor J., Ed. Krile, James F., Ed. **Who Needs Rural America? The Church and the Nonmetropolitan Community in a Changing Society.**

Saint John's Univ., Collegeville, Minn.
Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jun 72

Note—115p. Lecture series in the Archibald and Edyth Bush Interdimensional Continuing Education Program for Clergy in Minnesota

Available from—Book Service, Continuing Education Program, St. John's University, Collegeville, Minnesota 56321 (\$1.65 each, \$1.80 mail orders; 5-9 \$1.50 each; 10-19 \$1.40 each; 20-29 \$1.30 each; 30-plus \$1.15 each)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Change Strategies, *Church Role, *Community Development, Conservation (Environment), Cooperatives, Futures (of Society), Interagency Cooperation, Leisure Time, Regional Planning, *Rural Areas, Rural Urban Differences, Social Action, *Social Change, Speeches, Systems Analysis

Identifiers—*Micro City Project

The product of a lecture series on the role of the rural church and community in the face of a changing society, this collection of 13 speeches includes: (1) "The Face of Poverty: An Economist's View" (insights into the process of identifying and serving the rural poor, emphasizing interdependence); (2) "Regionalism as a New Basis for Planning" (local initiative via use of the regional commission concept); (3) "Industrial Development in the Nonmetropolitan Community" (a Minnesota case history); (4) "National Farmer's Organization: Economic Strength Through Cooperation" (cooperation between farm and business interests); (5) "The University's Participation in Community Development" (emphasizes need for college-community interaction); (6) "Social Action in a Pluralistic Church" ("creative pluralism" proposed as a model for both community and church); (7) "Opportunities for Renewed Rural Ministry" (prescriptive steps); (8) "Cooperatives: An Opportunity for Effective Ministry Among the Poor" (emphasizes the minister's need to identify with and participate in community aspirations); (9) "The Functional Area and the Church's Mission" (use of systems analysis to affect change); (10) "Understanding Prejudice"; (11) "Leisure as a Way of Life" (leisure as freedom); (12) "Conservation of Natural Resources: A Biblical Responsibility"; (13) "Man's Future in a Changing Society" (creative acceptance of change). (JC)

ED 119 899 RC 009 042

Walker, Melvin E., Jr. Holik, John S. **Community Resistance to Survey Research and 1890 Colleges and Universities: The Case of Fort Valley State College.**

Pub Date Feb 76
Note—16p.; Paper presented in the Rural Sociology Section, Southern Association of Agricultural Scientists Annual Meeting (73d, Mobile, Alabama, February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Caucasians, *Community Cooperation, Cross Cultural Studies, Heads of Households, Methods Research, Minority Groups, Negroes, Racial Discrimination, *Reactive Behavior, *Response Mode, *Rural Urban Differences, Socioeconomic Status, Southern States, *Surveys

Identifiers—*1890 Institutions, Fort Valley State College, Georgia

In order to reduce community resistance to a multi-ethnic/cross-sectional survey by an 1890 institution and to identify those factors which influenced survey completion, 395 white and 335 black heads of households in 19 middle Georgia county areas were surveyed. Since a suit labeling Fort Valley a "diploma mill" had recently been filed by white citizens and since the performing institution was predominantly black, the sample design was considered crucial and an "informed consent" statement was required by the campus' Human Rights Committee. Strategy employed to avoid community resistance involved: (1) an in-

tensive literature review; (2) use of a stratified cluster sample to permit a representative sample at a minimum cost and eliminate the possibility of creating the impression that only certain residents were chosen; (3) development of a non-threatening title for the study via elimination of words such as "poor", "black people", etc.; (4) preliminary visits to local officials explaining the research project; (5) a pretest to determine whether local or outside interviewers were better received (results indicated outsiders were more successful, but tensions prevented whites from applying). Survey success was attributed primarily to: (1) use of the cluster sampling technique; (2) use of the observational survey; and (3) completing all interviews within one day or less. (JC)

ED 119 900 RC 009 043

Maine Indians: Topical Bibliography of Books in Maine State Library.

Pub Date Nov 75

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indians, *Bibliographies, Books, Cultural Background, *History, *Mythology, Religion, Subject Index Terms, Treaties, *Tribes, War

Identifiers—*Maine, Maine State Library

Citations relative to the American Indians of Maine are presented in this topical bibliography of books currently located in the Maine State Library. The following are indicative of the subject topics and the number of citations to be found under each topic: (1) Antiquities (7); (2) Art (2); (3) Bibliography (1); (4) Government Relations (2); (5) History (24); (6) Languages (3); (7) Medicine (2); (8) Missions (1); (9) Names (1); (10) Personal Narratives (4); (11) Religion and Mythology (8); (12) Study Guides (1); (13) Social Life and Customs (2); (14) Treaties (3); (15) Tribes (2); (16) Tribes—History (16); (17) Twentieth Century (2); (18) War (2). Spanning more than 300 years, the earliest citation presented is 1623 and the most recent is 1973. (JC)

ED 119 901 RC 009 044

Grant, Claude W. *And Others*

An Evaluation of the Alcoholism Rehabilitation Center Located at Fairbanks, Alaska.

Utah Univ., Salt Lake City. Graduate School of Education.

Pub Date Jun 71

Note—97p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Administrative Organization, *Alaska Natives, *Alcoholism, Clinics, Community Coordination, Cost Effectiveness, Facilities, Personnel, *Program Evaluation, Recordkeeping, *Rehabilitation Centers

Identifiers—Alaska (Fairbanks)

At the request of the Alaska Bureau of Indian Affairs and the Alaska State Office of Alcoholism, the Alcoholism Rehabilitation Center at Fairbanks which serves Alaska Natives was evaluated in 1971. A three-member evaluation team evaluated the center's: (1) administrative structure and organization, (2) treatment program, and (3) relationship with the community and other social service agencies. Based on personal interviews held during two, week-long site visits, the evaluation team's recommendations were: (1) separation of facilities for rehabilitation feasible and rehabilitation nonfeasible alcoholics, (2) alteration of the treatment program to include careful client screening prior to feasible or nonfeasible assignment, (3) coordination of agency involvement under a broad policy-making council which would include various agency representatives, (4) formalization of the treatment program and facility remodeling to accommodate a more formalized atmosphere; (5) full time commitment by an actively involved director, (6) reduction in staff size, (7) development of an inservice training program for staff development, (8) development and utilization of a more simplified accounting system, (9) development of a financial statement indicative of individual client costs, (10) development of a one-fee system which could be broken down into service categories, (11) implementation of the quarterly report to aid funding agencies. (JC)

ED 119 902 RC 009 045

Roulston, Sally

Survey of Attitudes and Perceptions—Alaska BIA

Boarding School Students.

Alaska State Dept. of Education, Juneau.

Pub Date Jun 71

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Aspiration, *Alaska Natives, *Boarding Schools, Curriculum, Educational Facilities, High School Students, *Institutional Environment, Interpersonal Relationship, Perception, School Personnel, *Student Attitudes, *Student Reaction, Surveys

Identifiers—BIA, *Bureau of Indian Affairs

In order to determine the preferences and perceptions of Native Alaska students attending Bureau of Indian Affairs (BIA) boarding schools, a survey instrument was devised to reveal the BIA student's background; future plans; and his projected feelings relative to school facilities, personnel, curricula, and interpersonal relationships. Respondents (N=558) represented Anchorage, Fairbanks, Southeast Alaska, Bethel, and Nome; ranged in age from 10 to 21 years (mean average age was 17.1); came from large families; and included 294 males and 261 females. Survey results indicated: (1) school facilities, teachers, and courses were generally satisfactory; (2) there was a preference for attending school in Alaska (40% attended school outside Alaska); (3) there was some evidence of teacher discrimination (55% of the sample wanted more Native teachers; 36% did not care; and 8% responded negatively); (4) 91% of the sample wanted more Native culture and history in the curriculum; (5) there was evidence of intragroup conflict among American Indians, Aleuts, and Eskimos (85% felt such conflict caused problems); (6) language arts, social studies, and work experience courses were the most important subject areas; (7) future plans included finishing high school (3.2% did not intend to finish; 28% planned to go to college; 12% planned to attend a vocational school; 20% planned to get a job after high school; and 30% had no definite plans). (JC)

ED 119 903 RC 009 046

Dunn, Lynn P.

Chicanos: A Study Guide and Sourcebook.

Pub Date 75

Note—122p.

Available from—R&E Research Associates, Incorporated, 4843 Mission Street, San Francisco, California 94112 (ISBN-0-88247-307-7; LC-74-31537; \$6.00)

Document Not Available from EDRS

Descriptors—Bibliographies, Conflict, *Cultural Interrelationships, Culture Conflict, Interdisciplinary Approach, Mexican American History, *Mexican Americans, *Nationalism, Reference Materials, *Social History, Social Integration, Social Problems, *Study Guides

Identifiers—*Chicanos

Intended to serve as a beginning reference text for students and teachers, this study guide documents "white racism" and some of the problems and struggles Chicanos have faced and continue to experience in the United States. Personal contributions of individuals, and the richness and texture added to American culture by Chicanos are also discussed. The aim is to provide the reader a many-dimensional, cross-disciplinary study experience, stressing humanistic concerns. Three themes are treated: (1) Identity, (2) Conflict, and (3) Integration and Nationalism. Within each thematic section, there is a study outline which is basically historical and chronological in development. A "Notes and Sources" column provides references to sources which bear upon, and notes which deal with sidelights to — or which expand upon — the parallel "Study Outline". Though most of the sources cited for further study bear directly and importantly upon the study outline, at times a source is given which is merely allusive. For the sake of objectivity, and to aid the reader in his own search for understanding, sources included for further study quite often represent several viewpoints (some of them "bigoted or extremist", on one or more sides of an issue). A bibliography which cites 194 additional sources is also given. (Author/NQ)

ED 119 904 RC 009 047

Dunn, Lynn P.

American Indians: A Study Guide and Sourcebook.

Pub Date 75

Note—119p.

Available from—R&E Research Associates, Incorporated, 4843 Mission Street, San Francisco, California 94112 (ISBN-0-88247-305-0; LC-74-31618; \$6.00)

Document Not Available from EDRS

Descriptors—American Indian Culture, *American Indians, *Bibliographies, Conflict, Ethnic Studies, *Interdisciplinary Approach, Nationalism, Resource Guides, *Secondary Education, Self Concept, *Study Guides, Tribes, United States History

As one of four volumes in a series on American minorities, this study/resource guide on American Indians is designed for secondary teachers and students and employs an interdisciplinary approach focusing on the following themes: (1) Identity; (2) Conflict; and (3) Integration vs Nationalism. Each thematic section presents a study outline which is paralleled by notes and bibliographic citations. For example, an entry under "Study Outline" might refer to the Iroquois confederation of the five tribes, and the entries under "Notes and Sources" might name the tribes and suggest books and/or articles relevant to the five tribes. While the bibliographic citations initially appear on the same page as the study outline, these citations also appear in a formal bibliography. Dating from 1907 to 1973, the bibliography includes over 300 citations of books, periodicals, government documents, etc. Basically historical and chronological in development, this guide emphasizes humanistic concerns and utilizes numerous literary sources. (JC)

ED 119 905 RC 009 048
Yackee, Keith W.

The Social Rate of Return on Investment in Vocational Education: A Case Study in a Rural Appalachian Ohio Community.

Pub Date Jun 73

Note—104p.; Ph.D. Dissertation, Ohio University Available from—Inter-Library Loan, West Virginia University, Morgantown, WV 26506

Document Not Available from EDRS

Descriptors—Academic Ability, Doctoral Theses, *High School Graduates, *Human Capital, Investment, Literature Reviews, *Rural Youth, *Socioeconomic Influences, *Vocational Education, Wages

Identifiers—Appalachia, *Ohio

Based on Ghazalah's findings, which indicated that vocational education was an extremely profitable investment for both society and the individual choosing to go into a vocational program, the variables that had an effect on wages and earnings were examined. With the cooperation of a vocational school in a rural Appalachian Ohio community, data were compiled which determined 2 ability variables, class rank and IQ, of the 1971 graduating class. Using a questionnaire, data were collected from the graduates to determine their: social class (using Hollingshead's Two-Factor Index of Social Position), employment the first year after graduation, beginning wages, wages at the end of one year, and estimated yearly earnings. A stepwise regression was used to predict beginning wages, wages after one year, and estimated yearly earnings of 50 vocational and non-vocational graduates who went directly to work. Independent variables used were sex, class rank, IQ, father's level of schooling, number of jobs held, and program from which the student graduated. Some findings were: (1) for beginning wages, only sex and the number of jobs subsequently held had significant effect; (2) after initial entry into the labor force, class rank and sex had a significant effect on estimated yearly earnings and wages after one year; and (3) type of program did not significantly affect wages and earnings during the student's first year after graduation. (NQ)

ED 119 906 RC 009 049
Lin, Ying-Nan

Rural Development Analysis: Direction Identification Measurement and Interpretation for Public Policy Purpose Applied to Four Tennessee Counties.

Pub Date Jun 74

Note—273p.; Ph.D. Dissertation, University of Tennessee

Available from—Inter-Library Loan, West Virginia University, Morgantown, West Virginia 26506

Document Not Available from EDRS

Descriptors—Academic Achievement, Age, Census Figures, Communications, Doctoral Theses, *Economic Factors, Employment, Income, Industrialization, Leisure Time, Organizations (Groups), Participation, *Rural Development, *Social Change, *Social Environment, *Socioeconomic Status

Identifiers—Anomia, *Tennessee

Principal objectives of this study were to examine the direction of changes in various Facets of Socioeconomic Environments (FOSE's) which had occurred during the decade of the 60's in each of four Tennessee counties; to identify the FOSE's which needed to be modified by public policies; to ascertain the socioeconomic characteristics related to each FOSE; and to design some socioeconomic indicators for evaluating actual conditions of each FOSE and the rate of change in such a FOSE. The data base for this study included: (1) interviews from a random area sample of rural households (1960; 1966; and 1972); (2) interviews from a group identified as "knowledgeables" (defined by position and area tenure); (3) secondary data from the censuses of population, agriculture, housing and governments, and selected state sources. The socioeconomic characteristics examined were: age; educational achievement; income; North-Hatt occupational scores; Anomia scores; dependency index; capability to work index; material possession index; communication items score; the number of communication items and material items possessed; social participation score; and leisure-time participation intensity score. Comparison of the four counties revealed differing patterns of trade off and supplementary relations between the FOSE's, which appeared to be related to differing degrees of industrialization in the counties. (Author/JC)

ED 119 907 RC 009 050

Ives, Berry Eastman, Clyde

Impact of Mining Development on an Isolated Rural Community: The Case of Cuba, New Mexico. New Mexico Agricultural Experiment Station Research Report 301.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—NMAES-RR-301; NMAES-SP-4111-141

Pub Date Aug 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Business, *Community Attitudes, Community Development, Community Services, *Economic Factors, Employment, *Industry, *Rural Development, *Socioeconomic Influences

Identifiers—Mining, *New Mexico (Cuba)

When it commenced operation in 1971, the Nacimiento Copper Mine provided 135 new jobs. This was about half of the 278 new permanent jobs created in Cuba, New Mexico, from 1970 to 1974. Concurrent and independent development of the Checkerboard Health Clinic and expansion of the school system accounted for most of the remaining new employment. Population of Cuba and the immediate surrounding area increased some 55 percent from 819 to about 1,270. Average personal income increased substantially over the period. Gross business receipts increased from an average of \$125,000 per month in 1969-70 to more than \$300,000 per month since 1971. A few new businesses were established and many were expanded or improved their appearance with new facades. Most community services handled the increased population with minimum strain. Exceptions were the water and sewage systems. Municipal revenues increased rapidly enough to allow the city to operate in the black every year. Municipal officials, school administrators, mine officials, businessmen, ranchers, teachers, clergy, students, retirees, civic groups, and others were almost unanimous in their favorable reactions to the Nacimiento Mine operation. Some relatively minor reservations and concerns were expressed. Most Cuba residents favored development on the scale of that since 1970. (Author/NQ)

ED 119 908 RC 009 051

Carruthers, Garrey E. And Others

A Socioeconomic Analysis of Labor Mobility, North-Central New Mexico. New Mexico Agricultural Experiment Station Research Report 258.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—NMAES-RR-258; USDA (CSRS)-P-4104-8

Pub Date Aug 73

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Age, *Anglo Americans, Comparative Analysis, Family Income, *Mobility, Occupational Mobility, *Relocation, Rural Population, Rural Urban Differences, *Socioeconomic Influences, *Spanish Americans

Identifiers—*New Mexico (North Central)

The study identified the social and economic factors affecting present commuting behavior and the willingness to commute and to relocate of the residents in north-central New Mexico. Central hypothesis was that Spanish Americans were less mobile than Anglo Americans in this region. Data were collected in a personal interview survey of 800 households in the 7-county region. Every city and most rural villages were cluster-sampled to reflect the rural-urban, sex, and occupational makeup of the region's population. Willingness to commute and to relocate were measured by specially constructed bidding games. Analyses were restricted to data from 643 completed questionnaires. Analysis included 2 phases: (1) a cross-classification analysis of mean scores by ethnic group and other socioeconomic variables and (2) a stepwise multiple regression analysis of socioeconomic characteristics and the 2 dependent variables—willingness to commute and to relocate. Some findings were: (1) Spanish Americans were more willing to commute but less willing to relocate than were Anglo Americans; (2) young household heads were more willing to commute than the older ones; (3) commuters tended to be younger, Spanish American, and male with lower occupational status, lower educational levels, and larger families (more dependents); and (4) Anglo Americans with 0-6 years of education indicated the greatest willingness to relocate. (NQ)

ED 119 909 RC 009 052

Carpenter, Edwin H. Warner, Judith A.

Size of Place of Residential Preference as Related to Size and Satisfaction with Place of Residence.

Arizona Univ., Tucson.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—USDA(WRP)-W-118

Pub Date 21 Aug 75

Note—28p.; Paper presented at the 1975 Annual Meetings of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Attitudes, *Environmental Criteria, Heads of Households, Metropolitan Areas, *Migration Patterns, *Residential Patterns, *Rural Areas, Surveys, *Urban Areas

Identifiers—Arizona, *Place of Residence

In view of the recent migration turnaround in the U.S. (1970 to 1974), relevance of size of place of residence was examined. Analysis was based on questionnaire data collected from 1973 Arizona household heads (N=2,410). Incorporated in the questionnaire, the following categorical variables were analyzed: (1) size of present place of residence (categories included: large metropolitan; medium metropolitan; small metropolitan; semi-urban; and rural); (2) size of preferred place of residence (same categories); and (3) level of satisfaction with present place of residence (4 levels). Analysis utilized the Goodman multivariate contingency table analysis procedure. A parsimonious model depicting how the three variables were related was not found, for the variables interacted with one another. Further analysis of the three-way contingency table produced findings which indicated that size of place of residence was important, particularly when dissatisfaction with present place of residence was high. It was found that over half of the respondents preferred places smaller than their present place of residence and that 14% preferred smaller places of residence and were also dissatisfied with their present place of residence. It was argued that in addition to preference, satisfaction with place of residence would impact on migration behavior. (Author/JC)

ED 119 910 RC 009 053

Axinn, George H.

Changing Perspectives on Rural Development -- with an Analysis of U.S. Involvement in Rural Asia.

Pub Date 26 May 75

Note—56p.; Prepared for presentation to the Conference on Approaches to Rural Development in Asia (Kuala Lumpur, Malaysia, May 26, 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Change Strategies, Definitions, *Developed Nations, *Developing Nations, Futures (of Society), *Interaction Process Analysis, *Rural Development, Social Change, *Social Systems, Theories

Identifiers—*Asia, Reciprocal Interdependence, Rural Renaissance, United States

The purpose of this monograph is to examine changing perspectives of rural development in an effort to better understand change in rural social systems via analysis of interactions between social systems in general and between the U.S. and Asian countries in particular. Initially, an analytic framework is presented which describes intersystem interactions in terms of: (1) Professional Intersystem Interaction (interaction operative at the human, administrative, and political levels and taking place in some kind of intersystem diplomatic milieu); (2) Third Culture Enclaves (an international elite operating outside the constraints of recognized social systems); (3) The Superiority Syndrome (paternalism). Presenting a definition of rural development, the second section suggests: (1) use of indicators (comparative measurements) and descriptors (environmental illustrations) in social system analysis; (2) a development cycle for analyzing social systems in terms of their components, the linkages between these components, and the milieu in which they operate; (3) the interaction between rural development stimulation and acquisition systems. Employing the analytic framework, the third section analyzes 6 time periods in the U.S./Asia involvement. The final section suggests social systems adopt the doctrine of interactive reciprocity to facilitate rural renaissance (change born from within). (JC)

ED 119 911 32 RC 009 054

Scott, Norval C., Comp.

Zip Pak for Pre-Primer Reading Level (Teacher's Manual).

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date 68

Note—19p.; Prepared by sixteen participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 055

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Curriculum Guides, Learning Activities, Lesson Plans, Mexican Americans, *Migrant Child Education, *Oral Communication, *Primary Education, *Reading, *Teacher Developed Materials, Teaching Guides

Identifiers—Preprimers, *Zip Pak

The Zip Pak for the pre-primer reading level was developed for use with migrant Mexican American children with reading deficiencies. Its goals are to: (1) increase and widen the child's ability to be selective in choosing his information and selecting information pertinent to a purpose; and (2) improve the child's ability to make decisions, categorize, and acquire fluency in stating preferences. Behavioral objectives are that the child will: (1) select 10% more pairs of pictures in a sorting task on the posttest than on the pre-test; (2) provide 10% more taxonomic (categorical) labels in a sorting task on the posttest than on the pre-test; and (3) provide 10% more inferential labels in a sorting task on the posttest than on the pre-test. The Sigel Test for Cognitive Styles in Categorization is used to provide an instant profile of the way each child prefers to organize what he sees. This teacher's manual presents: (1) the directions for administering, scoring, and interpreting the Sigel Test for Cognitive Styles in Categorization, (2) 5 lesson plans, and (3) 11 suggestions for additional activities. (NQ)

ED 119 912 32 RC 009 055

Scott, Norval C., Comp.

Zip Pak for Pre-Primer Reading Level.

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date 68

Note—32p.; Prepared by sixteen participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 054

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Abstract Reasoning, Educational Games, *Learning Activities, Mexican Americans, *Migrant Child Education, Oral Communication, *Primary Education, *Reading, *Teacher Developed Materials, *Workbooks

Identifiers—Preprimers, *Zip Pak

The Zip Pak for the pre-primer reading level was developed for use with migrant Mexican American children who have reading deficiencies. The area of failure with these children has not been with the visual discrimination involved in decoding, but with the interpretation of the material to be decoded. Therefore, the 5 lessons in this student workbook aim to prepare the children's way of thinking for the more abstract and inferential ideas encountered in the educational process. Goals of the lessons are to: (1) increase and widen the child's ability to be selective in choosing his information and selecting information pertinent to a purpose; and (2) improve the child's ability to make decisions, categorize, and acquire fluency in stating preferences. The behavioral objectives are that the child will: (1) select 10% more pairs of pictures in a sorting task on the posttest than on the pre-test; (2) provide 10% more taxonomic (categorical) labels in a sorting task on the posttest than on the pre-test; (3) provide 10% more inferential labels in a sorting task on the posttest than on the pre-test; and (4) provide 10% more labels of any kind in a sorting task on the posttest than on the pre-test. (NQ)

ED 119 913 32 RC 009 056

Scott, Norval C., Comp.

Zip Pak and Teacher's Manual for Primer Level.

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date 68

Note—30p.; Prepared by 16 participants of a Zip Pak workshop (1968)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Field Trips, Language Development, Learning Activities, *Migrant Child Education, *Primary Education, *Reading Development, Self Concept, *Teacher Developed Materials, Teaching Guides, *Vocabulary Development, *Workbooks

Identifiers—*Zip Pak

Purpose of the Zip Pak is to give the migrant child, who enters and leaves the classroom periodically, a packet of lessons which he creates and learns. Behavioral objective is that the child will recognize approximately 10 to 15 words, selected from his spoken vocabulary, by the end of two weeks. The lessons aim to motivate the child, while at the same time creating self-esteem. The activities are designed to arouse interest in reading by providing both physical and mental creativity. Classroom activities are given in the form of directions to the child. This booklet includes the teacher's manual and student workbook. (NQ)

ED 119 914 32 RC 009 057

Scott, Norval C., Comp.

Zip Pak for Third Reader Level (Teacher's Manual).

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date 68

Note—20p.; To be used in conjunction with RC 009 058 and 059. Prepared by 16 participants of a Zip Pak workshop (1968)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Directed Reading Activity, Learning Activities, Lesson Plans, *Migrant Child Education, *Primary Education, *Reading Development, *Self Concept, Story Reading, *Student Developed Materials, Teaching Guides, Word Lists

Identifiers—*Zip Pak

Aim of the Zip Pak for the third reader level is to improve the migrant child's interest in reading. This Zip Pak consists of special stories for boys using boys' ideas, and stories for girls using their own experiences. Behavioral objectives of the lessons are to have the child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on

the posttest. The stories for boys were developed by two boys, aged 9 and 12, over a period of four weeks, using interviews and writing sessions. Two stories about the personal experience of two third grade girls were developed. This teacher's manual consists of two lesson plans for using the stories and directions for administering, scoring, and interpreting the pre- and posttest. (NQ)

ED 119 915 32 RC 009 058

Scott, Norval C., Comp.

Zip Pak (Girls) for Third Reader Level.

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date 68

Note—26p.; To be used in conjunction with RC 009 057 and 059. Prepared by 16 participants of a Zip Pak Workshop (1968)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Directed Reading Activity, Females, Learning Activities, *Migrant Child Education, *Primary Education, *Reading Development, Self Concept, Story Reading, *Student Developed Materials, Vocabulary Development, *Workbooks

Identifiers—*Zip Pak

Behavioral objectives of the Zip Pak are to have the migrant child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The workbook for girls consists of an interest survey to help in creating stories related to the child's personal life, a test to indicate in a graphic way the child's feelings concerning special school subjects, and six questions dealing with praising self-praising others and blaming self-blaming others. Two stories developed by two third grade girls about their personal experiences are included. Among the activities are reading comprehension questions, drawing activities, and vocabulary development activities. (NQ)

ED 119 916 32 RC 009 059

Scott, Norval C., Comp.

Zip Pak (Boys) for Third Reader Level.

Monterey County Office of Education, Salinas, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education. Pub Date 68

Note—25p.; To be used in conjunction with RC 009 057 and 058. Prepared by 16 participants of a Zip Pak workshop (1968)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Directed Reading Activity, Learning Activities, Males, *Migrant Child Education, *Primary Education, *Reading Development, Self Concept, Story Reading, *Student Developed Materials, Vocabulary Development, *Workbooks

Identifiers—*Zip Pak

Aim of the Zip Pak is to improve the migrant child's interest in reading. Behavioral objectives are to have the migrant child indicate 10 percent happier faces on the posttest; to have an equal number of blame-self, blame-others on the posttest; and to have 25 percent more praise-self on the posttest. The workbook for boys includes a story about two boys and their model cars and some experiences they had with these models. This story was developed by two boys, one age 12 entering the 5th grade, with a reading level of 2.2, and the other, age 9 entering the fourth grade, with a reading level of 3.2. The story developed over a period of four weeks, using interviews and writing sessions with the boys. Some of the vocabulary words are not third grade level, but these were in the speaking vocabulary of the children. These words are identified and listed in the glossary. The workbook also includes writing exercises, matching activities, sequence exercise, and the pre- and posttest. (NQ)

ED 119 917 RC 009 060

Elias, David William And Others

Alaskan Native Dropouts: A Comparison of the Characteristics of 259 Alaskan Native Students Who Dropped Out of School During the Academic Year 1969-1970.

Pub Date Jun 71

Note—193p.; Group research report submitted in partial fulfillment of a Master of Social Work,

University of Utah, Salt Lake City; Occasional light print
Available from—Inter-Library Loan, University of Utah, Salt Lake City, Utah 84412

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Age, *Alaska Natives, *Comparative Analysis, Delinquent Behavior, *Dropouts, Educational Interest, Family Characteristics, Masters Theses, Schools, Sex Differences, Social Agencies, Social Services, *Student Attitudes, *Student Characteristics

Identifiers—BIA, Bureau of Indian Affairs

Characteristics and attitudes of the Alaska Native School Dropout (N=259 from the 1969-70 school year) were surveyed by seven graduate students placed throughout Alaska during the summer of 1970. Focus was on questions relative to: (1) factors influencing dropouts; (2) students' occupations since leaving school; (3) student vocational preferences and future educational plans; (4) social services received by students since leaving school; and (5) kinds of additional services provided students and characteristics of students wanting additional services. Utilizing the chi square test at a significance of .05, student characteristics were compared and analyzed. In general, results indicated that the Alaska Native high school dropout: (1) was equally likely to have been male or female; (2) was approximately 17.5 years old; (3) had 6.4 siblings; (4) came from small villages (over 50 percent); (5) was single; (6) had lived most of his life with both natural parents; (7) was attending either 9th or 10th grade at the time he left school; (8) had been arrested one or more times; (9) was planning to return to school; (10) had a sibling who had also dropped out of school; (11) had not been contacted or helped by any social agency since leaving school; (12) was most inclined to cite "not liking school" as the reason for leaving; (13) preferred to return to a Bureau of Indian Affairs school (45.7 percent). (JC)

ED 119 918

RC 009 061

Haich, William Eaton And Others

Alaskan Native Dropouts: A Comparison of the Characteristic of 332 Alaskan Native Students Who Dropped Out of School During the Academic Year 1970-1971.

Pub Date Jun 72

Note—176p.; Group research project submitted in partial fulfillment of the requirements for the degree of Master of Social Work, University of Utah, Salt Lake City; Light print areas throughout document

Available from—Inter-Library Loan, University of Utah, Salt Lake City, Utah 84412

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Age, *Alaska Natives, Boarding Schools, *Comparative Analysis, Delinquent Behavior, *Dropouts, Educational Interest, Family Characteristics, Hypothesis Testing, Masters Theses, Schools, Social Agencies, Social Services, *Student Attitudes, *Student Characteristics, Student Development

Characteristics and attitudes of 1970-71 Alaska Native school dropouts were surveyed in order to answer questions relative to: (1) factors influencing dropouts; (2) students' occupations since leaving school; (3) student preferences relative to future plans; (4) social services received by students since leaving school; and (5) kinds of additional services provided students since leaving school and characteristics of students wanting additional services. The chi square test was employed at a significance of .05. Comparison of the 1970 study with a comparable 1969 study indicated that a degree of reliability had been achieved, though some significant differences were found, for the 1970 dropouts were: (1) less often Southeast Indians; (2) more often from boarding programs; (3) reporting more homesickness; (4) less often reporting return to school as a first choice/definite plan for the coming year; (5) more often expressing a desire to talk to someone about their future. Three null hypotheses were rejected, revealing that there were significant differences between: (1) students attending schools at home and those attending schools away from home; (2) dropouts planning on returning to school and those with other plans; (3) dropouts who had been arrested and those who had not been arrested. (JC)

ED 119 919

RC 009 062

Kristic, Stephen Lee And Others

A Comparative Study of Alaskan Native Adolescent and Young Adult Secondary School Dropouts, 1972.

Pub Date Jun 72

Note—132p.; Multiple thesis submitted in partial fulfillment of the requirements for a Master of Social Work, University of Utah, Salt Lake City. Some pages may not reproduce clearly due to marginal quality of original

Available from—Inter-Library Loan, University of Utah, Salt Lake City, Utah 84412

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Adolescents, *Alaska Natives, *Comparative Analysis, *Dropouts, Family (Sociological Unit), Masters Theses, Secondary Education, Self Concept, Student Characteristics, Surveys, *Young Adults

The survey responses of 129 Alaska Native adolescents (17 years and younger) and 128 Alaska Native young adult dropouts were compared to ascertain similarities and/or differences relative to: general characteristics; self concept; and family factors. Data were derived from a population of Alaska Native students who left school between grades 9 and 12 during the 1969-70 school year. Significance of differences were determined via the Chi square test and results were considered significant at the .05 level of confidence. Results indicated: (1) group similarities in terms of: being either male or female; being single; having dropped out of school at least one time; planning to return to school; and citing "poor grades" as the reason for leaving school; (2) more of the young adults came from a village of less than 1,000 population; were Eskimo; were planning to attend a vocational school; and had a significantly more positive self concept; (3) similarity between the two groups in terms of a high degree of negativism relative to self concept; (4) a large percentage of the families of both groups could be characterized by factors of instability; (5) both groups felt that difficulties at home contributed to the rationale for leaving school; (6) a small percentage of the families of both groups were supported by other than family members. (JC)

ED 119 920

RC 009 063

Hanks, Gary Arlin

Dependency among Alaskan Native School Dropouts: A Synthesis of Some Alaskan School Dropout Studies During the Academic Year 1972.

Pub Date Jun 72

Note—92p.; Master's Thesis, University of Utah, Salt Lake City; Light print areas throughout document

Available from—Inter-Library Loan, University of Utah, Salt Lake City, Utah 84412

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Alaska Natives, Comparative Analysis, *Dropouts, Educational Interest, Family Influence, High School Students, *Parent Student Relationship, Self Concept, Social Adjustment, *Student Attitudes, *Student Characteristics, Student School Relationship, Synthesis Identifiers—*Dependency Behavior

Characteristics and attitudes of Alaska Native high school dropouts were studied in an attempt to answer questions relative to: (1) parental influence; (2) dropout dependency; (3) parental dependency and its effect upon dropout students; (4) dependency as a major reason for dropping out. Data were synthesized from several studies concerned with comparisons of Alaska Native dropouts and persisters during the period 1968-71. Conclusions were: (1) a major portion of the Native students may dropout because of dependency upon parents (students: felt that being needed at home contributed to dropping out; felt being a Native held them back; were homesick; showed a greater need for help than persisters; felt whatever they did had little effect; had a low self-image; needed support; were nonaggressive; had permissive parents); (2) the Native Alaskan may be struggling for independence of parental control (dropouts: married earlier than graduates; suppressed emotions toward parents; did not persist at school as long as non-Natives; were more often male; did not admit to family problems; recognized school difficulties early; had more siblings who had also dropped out; resented authority); (3) the reason Alaska Natives dropout may be due more to dependency than dislike for

school (dropouts: valued education; lacked occupations and direction while in school; were interested in school; expressed need for more social relationships and structure). (JC)

ED 119 921

RC 009 064

Muse, Ivan D. And Others

A Study of Rural Teachers and the Rural Schools as Perceived by School Administrators, Teachers, Parents and Students.

Pub Date Oct 75

Note—55p.; Recipient of First Annual Award for Outstanding Research in Rural Education by the Rural Education Association

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrator Attitudes, Comparative Analysis, *Educational Problems, Elementary Secondary Education, *Parent Attitudes, *Rural Schools, Social Adjustment, *Student Attitudes, *Teacher Attitudes, Teacher Qualifications

Identifiers—*Utah (Northeast)

Study objectives were to: (1) generate comparative attitudinal profiles of rural administrators (n=32), teachers (n=77), students (n=290), and parents (n=121) from Northeastern Utah school districts (10 elementary and/or secondary schools); (2) isolate attitudes/factors contributing to turnover and other rural education problems; (3) establish a data bank; (4) indicate directions to alleviate educational problems. Attitudes relative to the following were surveyed: (1) income; (2) cultural deprivation; (3) liberal vs conservative feelings; (4) rationale for teaching in rural schools; (5) the "most difficult adjustment" for new teachers; (6) teacher satisfaction with social life; (7) teacher acceptance; (8) use of rural positions as springboards to better jobs; (9) minority groups; (10) the need for rural teachers to "moonlight"; (11) teachers' expectations of students; (12) parents' expectations of teachers; (13) school discipline; (14) importance of the teaching profession; (15) handicapped students; (16) rural/urban student competition; (17) teacher quality; (18) rural teachers' language; (19) guidance and counseling for teachers and students; (20) rural teachers' work week; (21) traditional vs innovative teachers. It was determined that turnover resulted from teachers accepting a position because it was the only one available or because there was a better position elsewhere. (JC)

ED 119 922

32

RC 009 065

ESEA Title I Migrant Annual Evaluation Report, FY 1975 (South Carolina).

South Carolina State Dept. of Education, Columbia. Div. of Instruction.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Nov 75

Note—35p.; Prepared by the Office of Federal Programs

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Ancillary Services, Community Involvement, *Demonstration Programs, Elementary Secondary Education, Inservice Teacher Education, *Interstate Programs, *Migrant Child Education, *Program Coordination, Program Evaluation, Spanish Culture, *State Programs, Student Enrollment

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *South Carolina

South Carolina's migrant programs offered educational opportunities for migratory children during the regular school year and the summer months. The intrastate programs primarily served migratory children whose home-base was South Carolina during the regular school year. During the summer, the interstate programs served children primarily from other states. During fiscal year 1974-75, 1,656 interstate and 94 intrastate migrant children were served. Two centers, serving both intrastate and interstate children, operated during the regular school year in Allendale and Dillon Counties, providing primarily tutorial services in the basic skills. During the summer, 14 education centers for migratory children, located in 10 school districts, served 1,421 migrant students. These students, ages 3-21, were from 21 home-base states. Approximately 75 percent of the students enrolled in the interstate programs were of Spanish American descent. This evaluation report presents data prepared by utilizing data from the Migrant Student Record

Transfer System and data submitted by the migrant centers, and by monitoring reports by the South Carolina Department of Education personnel. Topics covered are: exemplary projects, teacher/pupil ratio, coordination with other programs, inservice training, dissemination, community involvement, interstate cooperation, and supportive services. (NQ)

ED 119 923 RC 009 066

Marquez, Benjamin, Ed.
Chicano Studies Bibliography: A Guide to the Resources of the Library at the University of Texas at El Paso, Fourth Edition.
Texas Univ., El Paso.
Pub Date 75
Note—138p.; For related document, see ED 081 524

Available from—Chicano Library Services, University of Texas at El Paso, El Paso, Texas 79902 (\$3.00; 25% discount on 5 or more copies)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Audiovisual Aids, *Bibliographies, Books, Films, *Library Collections, *Mexican Americans, Periodicals, *Reference Materials, *University Libraries

Identifiers—Chicanos, *University of Texas El Paso

Intended as a guide to select items, this bibliography cites approximately 668 books and periodical articles published between 1925 and 1975. Compiled to facilitate research in the field of Chicano Studies, the entries are part of the Chicano Materials Collection at the University of Texas at El Paso. Arranged alphabetically by the author's or editor's last name or by title when no author or editor is available, the entries include general bibliographic information and the call number for books and volume number and date for periodicals. Some entries also include a short abstract. Subject and title indices are provided. The bibliography also cites 14 Chicano magazines and newspapers, 27 audiovisual materials, 56 tape holdings, 10 research aids and services, and 22 Chicano bibliographies. (NQ)

ED 119 924 RC 009 067

Rowe, Gene Smith, Leslie Whitener
Households Eligible for a National Farmworker Program Under the Comprehensive Employment and Training Act of 1973.
Economic Research Service (DOA), Washington, D.C.
Report No.—USDA-ERS-AER-324
Pub Date Feb 76
Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Agricultural Laborers, Caucasians, *Economically Disadvantaged, *Employment Statistics, Ethnic Groups, Family (Sociological Unit), Family Income, Farm Labor, *Migrant Workers, *National Programs, Negroes, Seasonal Laborers, Spanish Americans, Tables (Data), Wages

Identifiers—CETA 1973, *Comprehensive Employment Training Act 1973

The report contains data pertaining to the number and distribution of U.S. farm wage workers and their dependents who were eligible in 1973 for the national farmworker program under the 1973 Comprehensive Employment and Training Act's (CETA) Title III, Section 303 (a). Information is given by migratory status, ethnic group, earning, and region. Data were obtained from the annual Hired Farm Working Force Survey conducted for the Economic Research Service by the Bureau of the Census as a supplementary part of its regular Current Population Survey made in December 1973. In 1973, there were 169,000 farm wage workers eligible for the CETA program. These workers, representing 6 percent of the total 2.7 million farm wage workers, resided in 122,000 households (1.4 farmworkers per household). Farmworkers had 191,000 persons under 18 years of age in their households (1.6 per household) also eligible for the program. Approximately 14,000 eligible farmworkers lived in migratory households and 155,000 lived in non-migratory households. Forty-seven percent of the eligible farmworkers were white, 17 percent Spanish American, and 36 percent black and other. Eighty-nine percent of the eligible farmworkers lived in households where the combined annual earnings of members were less than \$5,000. Most of these were located in the South—109,000 or 72 percent. (Author/NQ)

ED 119 925 RC 009 068

Bane, Mary E.
Education Futurism and the Mexican-American Student.

Pub Date 75
Note—24p.; Prepared for "Issues in Contemporary Education" class

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Education, Cultural Differences, Culture Conflict, *Educational Disadvantage, *Educational Innovation, Educational Needs, *Futures (of Society), *Mexican Americans, *Relevance (Education)

Since today's education is strictly white middle class with little diversion to other ethnic cultures, the Mexican American student finds that it is not relevant to his being or his present day situation. Compounding the problem is that the Mexican American has to deal with the existence of two cultures—one of his parents which he maintains at home and in all his social encounters, and his own, the American one, which he has to learn in order to keep up with the school system. According to Dr. George I. Sanchez, "there is a lack of motivation which originates in the schools 'where the child, in the process of gaining an education, internalizes attitudes of inferiority, futility, and frustration'." Robert Theobald sees today's education as a training experience instead of an educated one. He says education is "the process of providing each individual with the capacity to develop his potential to the full". The education process must then involve students in decision making, in choosing what type of learning experience they will become involved with. However, the Mexican American will not be able to enter the world designed by Theobald until educational systems recognize the problem and work to help them meet the future. Educational systems have to meet them halfway in humanistic terms, culturally aware of what the Mexican American can contribute to the society. (NQ)

ED 119 926 RC 009 069

Weber, David O.
Health for the Harvesters: Decade of Hope 1960-1970.

California State Dept. of Health, Sacramento.
Pub Date Dec 70
Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Agriculture, *Agricultural Laborers, *Clinics, Farm Labor, Health Programs, History, Mexican Americans, *Migrant Health Services, *Migrant Workers, *Outreach Programs, Program Descriptions, Seasonal Laborers

Identifiers—*California

In 1970, the Farm Workers Health Service, which was begun in 1961, included 33 decentralized medical clinics which served 24,000 seasonal farm workers and their families in 17 counties during the peak harvest months. Seventeen clinics offered year-round general medical services, and in 12 counties free medical and dental care was available to farm worker families under fee-for-service project arrangements. The 26 California migrant health projects also offered nursing clinics, public health nursing, aide and environmental health services, maternity service clinics, and health education. Of the \$1.2 million from the U.S. Public Health Service, nearly \$1 million directly supported medical and environmental services. The State provided another \$100,000 for local project activities, and the counties subsidized about 50 percent of the services to migrants within their areas as a local contribution. Nearly 100,000 men, women, and children received medical care under the program during its 10 years of operation. Some 132 dedicated professional and paraprofessional health workers staffed the 26 projects. This report discusses the conditions which made the program necessary, the families who received its services, and the daily routine of the nurses, aides, sanitarians, and doctors. The 26 projects, their sponsor, location, services and operation seasons are listed. (NQ)

ED 119 927 32 RC 009 070

Report of Final Evaluation, ESEA Title I Projects, Fiscal Year 1975, Phoenix Area, Bureau of Indian Affairs, Department of Interior. Final Report.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Pub Date Sep 75
Note—79p.; For related document, see ED 106 033

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Academic Achievement, *American Indians, *Elementary Secondary Education, Expenditures, Language Development, Mathematics, Paraprofessional School Personnel, Professional Personnel, Reading Achievement, Special Education, Student Enrollment, *Summative Evaluation, *Tables (Data)

Identifiers—Arizona (Phoenix), BIA, *Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I

The Elementary and Secondary Education Act Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during fiscal year 1975 are summarized on a grade by grade-school by school basis. Data, presented in chart and graph form, cover: the BIA's organization; student enrollment in the Phoenix Area; expenditures by school; student participation by component and school; professional and paraprofessional staff; and student achievement in reading, language, mathematics, and special education. Many of the schools modified their total school curriculum in fiscal year 1975 in an effort to meet the needs of all their students. In each of the 23 schools, there were a variety of programs used for any given area of instruction. Teachers used the programs they felt would work best with their students. Results of using this diagnostic-prescriptive approach demonstrated a high degree of success. (NQ)

ED 119 928 32 RC 009 071

Summary of the Final Evaluation Report, ESEA Title I Projects, Fiscal Year 1975, Phoenix Area, Bureau of Indian Affairs, Department of Interior. Final Report.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Pub Date Sep 75
Note—22p.; For related document, see ED 106 034

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, *American Indians, *Elementary Secondary Education, Expenditures, Language Development, Mathematics, Paraprofessional School Personnel, Professional Personnel, Reading Achievement, Special Education, Student Enrollment, *Summative Evaluation, *Tables (Data)

Identifiers—Arizona (Phoenix), BIA, *Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I

A composite summary of the Elementary and Secondary Education Act Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during fiscal year 1975 is given on an area-wide basis. Data, presented by charts and graphs, cover: the BIA's organization; student enrollment in the Phoenix Area schools by agency and school; expenditures by school; student participation by component and school; professional and paraprofessional staff by component; and student achievement in reading, language, mathematics, and special education. The data show that the Title I projects were highly successful in fiscal year 1975. In each component, students scored above the expected gain score. (NQ)

ED 119 929 RC 009 073

A Compilation of Laws Pertaining to Indians.

State of Maine, January 1974.

Maine State Dept. of Indian Affairs, Augusta.

Pub Date Jan 74
Note—70p.; For related document, see ED 076 281

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*American Indians, *Education, *Elections, Forestry, Health, Housing, *Laws, Legislators, Motor Vehicles, Nonreservation American Indians, Road Construction, State Agencies, *State Legislation, Treaties

Identifiers—*Maine, Passamaquoddy, Penobscots

Compiled from the Maine Revised Statutes of 1964 (including amendments through 1973), the Constitution of Maine, and the current Resolves and Private and Special Laws, this compilation of laws pertaining to American Indians includes statutes relative to the following: (1) Constitution of Maine (bond issues; guaranteed loans for Indian housing; qualifications of voters); (2) Depart-

ment of Indian Affairs; (3) Education (scholarships; reservation schools and school committees); (4) Elections (apportionment of Indian voting districts-state senators and representatives; state, county and Federal; tribal-Passamaquoddy and Penobscot; voting rights); (5) Fish and Game (free licenses; hunting and trapping; tribal ordinances re hunting, fishing, and trapping); (6) Forestry (duties of foresters); (7) Health and Welfare (destitute-Passamaquoddy, Penobscot, and non-tribal members); (8) Highway (reservation roads and bridges); (9) Housing Authorities; (10) Indians (Indians and tribes generally; Passamaquoddy; Penobscot); (11) Legislature: Indian Representatives (election of Passamaquoddy and Penobscot; general provisions; special license plates); (12) Miscellaneous Provisions (dogs; Off-Reservation Office of Indian Development; ordinances; Penobscot Baptist Church; public dump-Indian Township; zoning); (13) Motor Vehicles (excise taxes and trailers); (14) Treaties and Act of Separation. (JC)

ED 119 930

RC 009 079

Martin, Guy

The Politics of Passage: One of a Series of Articles on the Native Land Claims.

Alaska State Dept. of Education, Juneau.; Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jun 75

Note--20p.; For related documents in this series, see RC 009 079-086; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors--*Alaska Natives, Curriculum Guides, Definitions, *Federal Legislation, History, *Land Acquisition, *Land Use, Political Power, *Politics, Secondary Education, Self Actualization, Vocabulary Development
Identifiers--*Alaska Native Claims Settlement Act 1972

As one in a series of eight articles written by different professionals concerned with Alaska Native land claims, this article focuses on passage of the Alaska Native Claims Settlement Act and emphasizes the influence of political and economic interests on the legislative process. Designed to stimulate careful political/historical reading and discussion at an advanced secondary or adult level, this booklet identifies and defines such key words as: compromise, conservative, chamber, self-determination, and lobbying. Among the major events discussed in the text are: (1) the early work on behalf of American Indians by Senators Henry Jackson and Edward Kennedy; (2) the "land freeze" of 1966 which effectively bound up 90 percent of Alaska's land and prevented development of the Trans-Alaskan Pipeline; (3) strengthening of the Alaska Native position via regional and national organization; (4) development of the Native bill which demanded 60 million acres with full title, more than one billion dollars in money settlement, and a Native management system; (5) Native lobbying efforts to gain support from Indian organizations, oil and other business interests, civil rights groups, the press, and the White House; (6) differences between the final House and Senate bills; (7) change in concern from "passage at any price" to "who gets what"; (8) the ultimate compromise. (JC)

ED 119 931

RC 009 080

Martin, Guy

New Tribes for New Times: One of a Series of Articles on the Native Land Claims.

Alaska State Dept. of Education, Juneau.; Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jun 75

Note--18p.; For related documents in this series, see RC 009 079-086; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors--*Alaska Natives, *Community Development, Curriculum Guides, *Economic Development, *Federal Legislation, Financial Policy, Land Acquisition, Land Use, Local Government, Money Management, *Organization, Post Secondary Education, Regional Planning, Secondary Education, Vocabulary Development
Identifiers--*Alaska Native Claims Settlement Act 1972

As one in a series of eight articles written by different professionals concerned with Alaska Native land claims, this article focuses on potential economic development of local and regional

areas via Native management of funds derived from the Alaska Native Claims Settlement Act. Designed to stimulate careful political/historical reading and discussion at an advanced secondary or adult level, this booklet presents a vocabulary list which includes such terms as: paternalism, financial institutions, revenue producing lands, etc. Among the major issues presented in the text are: (1) the economic responsibility inherent in the size of the Native Settlement (40 million acres of land to be selected by Native villages and regional organizations and \$967,500,000 to be distributed to regional organizations within 10 years); (2) the pressures which brought about extreme positions regarding the organizational structure that could best manage lands and funds (statewide corporations vs. regional or village control); (3) the organizational structure provided under the Settlement Act (essentially a philosophy advocating village preservation via guaranteed lands and funds in conjunction with guidance from regional corporations); (4) future provision for a centralized structure comparable to the Alaska Federation of Natives to prevent financial waste and promote centralized investments. (JC)

ED 119 932

RC 009 081

Martin, Guy

Environmental Issues in the Land Claims: One of a Series of Articles on the Native Land Claims.

Alaska State Dept. of Education, Juneau.; Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jun 75

Note--18p.; For related documents in this series, see RC 009 079-086; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors--*Alaska Natives, Curriculum Guides, Economic Development, *Environmental Criteria, *Federal Legislation, History, Land Acquisition, *Land Use, Planning, Policy Formation, Political Power, *Politics, Post Secondary Education, Secondary Education
Identifiers--*Alaska Native Claims Settlement Act 1972

As one in a series of eight articles written by different professionals concerned with Alaska Native land claims, this article focuses on the debate of environmental issues prior to passage of the Alaska Land Claims Settlement Act. Designed to stimulate careful political/historical reading and discussion at an advanced secondary or adult level, this booklet defines key words and presents 12 open-ended questions relative to the article. Major developments presented in the text include: (1) the pressures which posited the environmentalists in opposition to a coalition between the State of Alaska, the oil industry, the Nixon Administration, and the Natives--a coalition brought about by the desire to gain early settlement, lift the land freeze of 1966, and begin oil production on the North Slope, as oil production would benefit all coalition members; (2) the Senate's moderate position involving a joint Federal-State land-use planning commission to function in an advisory capacity vs the House's "either/or" debate on environmental issues (comprehensive planning vs the position that environmental control and land claims were separate issues); (3) the final compromise which stipulated Native priorities in land selection rights, partial State priorities under the Statehood Act, and advisory Federal-State role in land-use planning, and temporary withdrawal of certain lands for public interest study areas. (JC)

ED 119 933

RC 009 082

Weeden, Bob

Planning How to Use Land in Village Alaska: One of a Series of Articles on the Native Land Claims.

Alaska State Dept. of Education, Juneau.; Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jun 75

Note--20p.; For related documents in this series, see RC 009 079-086; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors--*Alaska Natives, Change Agents, Community Cooperation, Curriculum Guides, Economic Factors, Environmental Criteria, *Federal Legislation, *Land Use, Objectives, *Planning, Post Secondary Education, *Problems, Secondary Education
Identifiers--*Alaska Native Claims Settlement Act 1972

As one in a series of eight articles written by different professionals concerned with Alaska Native land claims, this article focuses on the influence of change and competition in land use planning. Designed to stimulate careful political/historical assessment at an advanced secondary or adult level, this booklet presents a vocabulary list, 9 open-ended questions, and 10 questions for group discussion. Among the major issues presented in the text are: (1) elements involved in the land planning process (goal vs. limitations); (2) the need for cooperative community planning and the means by which compromise can be affected for the following land needs: private and public buildings, open space recreation, resource exploitation, scenic and historic settings, and community revenues; (3) the special environmental, governmental, and economic problems of Alaskan land use (permafrost, a poor water supply, flooding, waste disposal, and air pollution when coupled with high labor and equipment costs and governmental problems of land ownership and planning authority make Alaskan problems unique); (4) the influence of the Settlement Act on community planning (village land bases must be joined with others to maintain subsistence; Native capital needs seed money which may subvert Native control; and Native goals are divided between maintaining and selling resources). (JC)

ED 119 934

RC 009 083

Parker, Walter B.

Future Land Use Planning Alternatives for Alaska: One of a Series of Articles on the Native Land Claims.

Alaska State Dept. of Education, Juneau.; Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jun 75

Note--16p.; For related documents in this series, see RC 009 079-086; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors--*Alaska Natives, Centralization, Community Control, Cooperative Planning, Curriculum Guides, *Federal Legislation, *Federal State Relationship, Futures (of Society), *Land Use, *Planning, Post Secondary Education, Secondary Education
Identifiers--*Alaska Native Claims Settlement Act 1972

As one in a series of eight articles written by different professionals concerned with Alaska Native land claims, this article focuses on land use planning alternatives after December of 1976 when the configuration of Alaska lands will have been largely finalized under the Alaska Native Claims Settlement Act of 1972. While this particular booklet does not include vocabulary or questions, others in the series present both which are relevant to this article and are designed for an advanced secondary or adult level of education. The alternatives for future land use planning which are presented in this article include: (1) planning which will accommodate inevitable interrelationship between the functional aspects of land management (watershed, fish and game, natural resource, and recreational management); (2) creation of a single central agency to control all Federal land management and regional planning efforts (to result in policy, planning, and budget coordination at the five-year, prior-year, and present year level); (4) increased responsibility for the Federal-State Land Use Planning Commission established under the Settlement Act; (5) utilization of the State of Alaska as the base for cooperative management so that Federal agencies would be partially responsible to State and borough planning powers. (JC)

ED 119 935

RC 009 084

Napoleon, Harold

Village Alaska: One of a Series of Articles on the Native Land Claims.

Alaska State Dept. of Education, Juneau.; Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jun 75

Note--20p.; For related documents in this series, see RC 009 079-086; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors--*Alaska Natives, *Communication Problems, Cultural Differences, Curriculum Guides, Economic Factors, Education, *Federal Legislation, Health, *Land Acquisition, Post Secondary Education, *Rural Areas, Rural Urban Differences, Secondary Education,

Social Services, Socioeconomic Influences, Transportation
Identifiers—*Alaska Native Claims Settlement Act 1972

As one in a series of eight articles written by different professionals concerned with Alaska Native land claims, this article focuses on the isolated rural village and its problems in understanding and acting upon the provisions of the Alaska Native Claims Settlement Act of 1972. Designed to stimulate careful political/historical reading and discussion, this booklet presents 13 open-ended questions for group discussion. Major issues covered in the text of this article include: (1) the economically disadvantaged aspects of village life; (2) cultural differences; (3) educational problems (emphasis on the poor quality of Bureau of Indian Affairs schools and the tremendous cultural adjustment necessary for those students who must attend high school away from home); (4) transportation problems (emphasis on the fact that Natives are generally unaware of the monies available to them for improvements); (5) the sanitation and health problems of rural villages; (6) rural population and leadership losses; (7) the lack of police and/or emergency protection; (8) lack of village communication with legislative processes and the need for village leadership to interpret Native rights; (9) an assessment of past legislation which should have benefited the Native village but did not; and (10) a plea for rural Native interest in and comprehension of the Settlement Act. (JC)

ED 119 936 RC 009 085

Napoleon, Harold

Politics and Alaska Natives: One of a Series of Articles on the Native Land Claims.

Alaska State Dept. of Education, Juneau; Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jun 75

Note—14p.; For related documents in this series, see RC 009 079-086; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Alaska Natives, *Curriculum Guides, *Economic Development, *Federal Legislation, *Land Acquisition, *Leadership, *Organizational Communication, *Political Power, *Politics, *Post Secondary Education, *Rural Population, *Secondary Education, *Self Actualization

Identifiers—*Alaska Native Claims Settlement Act 1972

As one in a series of eight articles written by different professionals concerned with Alaska Native land claims, this article focuses on utilization of Alaska Native political resources as a means to achieve beneficial legislation beyond that of the Alaska Native Claims Settlement Act of 1972. Designed to stimulate careful political and historical reading and discussion at an advanced secondary or adult level, this booklet identifies key terms and presents four class projects relative to the article. Major areas discussed in the text include: (1) Alaska's five political interest groups (State of Alaska; Federal government; urban population centers; industrial and profit oriented interests; and rural Alaska Natives); (2) the exploitation of rural Alaska by non-Native interests; (3) the inadequacies of the Settlement Act in terms of Alaska Native resource development; (4) the political resources of Alaska Natives (unity, 12 main organized groups, voting power, use of political education, land and money, and communication via the Alaska Federation of Natives); (5) the Alaska Natives' need to strengthen and utilize their political resources in order to achieve true self determination. (JC)

ED 119 937 RC 009 086

Conn, Stephen

Stock, Corporations, and the Native Land Claims Settlement: One of a Series of Articles on the Native Land Claims.

Alaska State Dept. of Education, Juneau; Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jun 75

Note—30p.; For related documents in this series, see RC 009 079-086

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Alaska Natives, *Collective Negotiation, *Cooperative Planning, *Curriculum Guides, *Definitions, *Economic Opportunities, *Economics, *Federal Legislation, *Investment, *Land Use, *Money Management, *Post Second-

dary Education, *Regional Planning, *Secondary Education
Identifiers—*Alaska Native Claims Settlement Act 1972, *Corporations

As one in a series of articles written by different professionals concerned with Alaska Native land claims, this article focuses on the role of village and regional corporations as established under the Alaska Native Claims Settlement Act of 1972. Designed to stimulate careful political/historical reading and discussion at an advanced secondary or adult level, this booklet presents a simulated case study and open-ended class discussion questions relative to the use, purpose, and development of corporations. Major concepts presented in the text include: (1) definition of a corporation; (2) the purpose of corporations (group action, investment, and protection); (3) money as cash and/or capital for investment; (4) the ways in which one may engage in investment (sole proprietorship, partnership, corporations); (5) the advantages of belonging to a corporation (part ownership, dividends, tax benefits, social security, etc.); (6) the differences between cooperatives and corporations (service vs. profit motives); (7) use of corporate monies (expenses, further investments, shareholder dividends); (8) articles of incorporation and by-laws (state laws governing corporations); (9) Alaska law and Native claims stock (Alaska Native Claims Settlement Act and eight specific regulations relative to Native stock). (JC)

ED 119 938 52 RC 009 087

Choncoff, Mary, Comp.

Arizona in . . . 16mm Films, 8mm Films, Film-loops, Filmstrips, Slides, Transparencies, Cassettes, Records, Photos, Prints, Posters, Charts, Study Prints, Maps, Flags, Book Returns, Bookmarks, Foods, Microfilm, Place Mats, Relief Model Kits, Stereo Picture Reels.

Arizona State Dept. of Education, Phoenix.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jan 76

Note—90p.; A few pages may reproduce poorly due to color of paper on which the original is printed

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*American Indians, *Annotated Bibliographies, *Audiovisual Aids, *Cultural Background, *Films, *Geography, *History, *Instructional Materials, *Maps, *Photograph Records, *Resource Guides, *Slides, *Tape Recordings

Identifiers—*Arizona, *Elementary Secondary Education Act Title II, *ESEA Title II

The product of a year's search through numerous selection aids, catalogs, conference exhibits, book stores, shops at Arizona historical sites, etc., this compilation presents both instructional and promotional non-print materials relative to Arizona. Procedures for procuring materials, annotations, and bibliographic information (source, date of development, price, length, etc.) are presented for the following: 16mm films (90 citations); 8mm films (2 citations); super 8mm filmloops (26 citations); cassettes (76 citations); records (48 citations); photos, prints, posters, citations; cassettes (76 citations); records (48 citations); photos, prints, posters, charts, and study prints (24 citations); Arizona maps (25 citations); Arizona flags (13 citations); miscellaneous (11 citations, including book returns, bookmarks, foods, microfilm, place mats, relief model kits, and stereo picture reels). These materials deal with a variety of subjects including Arizona American Indian peoples and cultures, Arizona geographical and geological phenomena (the Grand Canyon, the desert, the Petrified Forest, etc.), and various Arizona related historical and biographical data. Entries are derived from materials developed principally during the 1960's and 1970's. (JC)

ED 119 939 RC 009 088

Lee, Betty Arrowood

A Study of the Academic Achievement of Kindergarten and Non-Kindergarten Children in a Rural School in Appalachia.

Pub Date Aug 72

Note—59p.; M.A. Thesis, East Tennessee State University

Available from—Inter-Library Loan, East Tennessee State University, Johnson City, Tennessee 37601

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Academic Achievement, *Comparative Analysis, *Disadvantaged Youth, *Early Childhood Education, *Grade 3, *Intervention, *Kindergarten, *Literature Reviews, *Masters Theses, *Readiness, *Rural Youth
Identifiers—*Appalachia, Tennessee

The study compared the academic achievement of 12 children who had attended a public school kindergarten in a rural school in Appalachia with the academic achievement of 12 children who had not attended public school kindergarten. Criteria for selection of the groups were: they entered first grade in the fall of 1969, had been in the same school for three consecutive years, and were approximately the same age. Instruments used were the "Harper and Row Pre-Reading Test of Scholastic Ability to Determine Reading Readiness" and the "Metropolitan Achievement Test, Primary Battery, Form F". Data were recorded for a three-year period, 1969 to 1972. First grade test scores were used as the dependent variable and the third grade test was used as the independent variable in the analysis of covariance. Findings revealed that at both the first and third grades, the kindergarten group placed above the non-kindergarten group in differences in means. The kindergarten group was primed for first grade, showing a higher mean on the first grade test than the non-kindergarten group. A higher mean on the third grade test was revealed for the kindergarten group. However, there was no significant difference at the 0.05 level of significance between the two groups. (NQ)

ED 119 940 RC 009 089

Fernandez, Edward W., Comp. And Others

Persons of Spanish Origin in the United States: March 1975. Population Characteristics. Current Population Reports.

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No.—Series P-20-290

Pub Date Feb 76

Note—69p.; For related documents, see ED 107 397, ED 110 255; Not available in hard copy due to print size and density

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-20, No. 290, \$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, *Age, *Census Figures, *Cubans, *Demography, *Employment, *Ethnic Origins, *Family Characteristics, *Income, *Marital Status, *Mexican Americans, *National Surveys, *Population Trends, *Puerto Ricans, *Socioeconomic Status, *Spanish Culture

In March 1975, there were about 11.2 million persons of Spanish origin in the United States. These included 6.7 million persons of Mexican origin, about 1.7 million of Puerto Rican origin, about 740,000 of Cuban origin, 670,000 of Central or South American origin, and about 1.4 million of other Spanish origin. This report presents a detailed statistical portrait of the Spanish origin population in the United States from data collected by the Bureau of the Census in the March 1975 Current Population Survey. Supplemented by text tables and graphs, the report describes such social, economic, and demographic characteristics as size, composition, age, sex, residence, marital status, educational attainment, employment and occupation, income, and family characteristics. Quantitative comparisons between the total United States population and Spanish origin population, and among the subcategories of Spanish origin (Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish origin) are presented. Reliability of the estimates is discussed. (NQ)

ED 119 941 RC 009 092

Schneider, Lee D.

New Jersey Land-Use Planning Techniques and Legislation. Agricultural Experiment Station Bulletin AE-338.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Agricultural Economics and Marketing.

Spons Agency—Department of Agriculture,

Washington, D.C.

Report No.—AE-338

Pub Date Jul 72

Note—55p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Abstracts, Definitions, *Land Use, *Policy Formation, Regional Planning, *Rural Areas, *State Legislation, *Statewide Planning, Surveys, Tables (Data), Zoning
Identifiers—*New Jersey

In response to recent urban to rural migration trends and the development of rather piecemeal land use policies and practices by local, state, and Federal decision makers, the U.S. Department of Agriculture has established a regional project (NE-78) and this report reflects the first of three major project objectives (to describe and appraise selected local, state, and Federal land-use and natural resource planning policies and the respective means of policy implementation for use in rural areas). Divided into two sections, the first section of this report describes seven land-use planning techniques (comprehensive planning, zoning, subdivision, capital programming, the official map, codes, and private restrictions) and includes abstracts of New Jersey policy and legislation associated with each. The second section presents results of the New Jersey Municipal Planning Control Survey—a survey designed to determine how many New Jersey municipalities have adopted five selected planning controls (planning boards, master plans, zoning ordinances, subdivision ordinances, and building codes). Presented in tabular form, the survey results indicate that of the 567 New Jersey municipalities: 69.8 percent have master plans; 94.2 percent have planning boards; 95.4 percent have zoning ordinances; 82.5 percent have subdivision ordinances; and 97.2 percent have building codes. (JC)

ED 119 942 RC 009 094

Coombs, Philip H. And Others

New Paths to Learning for Rural Children and Youth: Nonformal Education for Rural Development.

International Council for Educational Development, New York, N.Y.

Pub Date Oct 73

Note—133p.

Available from—International Council for Educational Development, 680 Fifth Avenue, New York, New York 10019 (\$2.00)

Document Not Available from EDRS

Descriptors—Case Studies, *Developing Nations, Educational Alternatives, Educational Objectives, Guidelines, *Needs Assessment, *Nonformal Education, *Out of School Youth, Program Descriptions, *Rural Development

Designed to provide developing nations and government agencies with information on nonformal education, this study presents general guidelines on how to: (1) assess the needs within a given country for rural children and youth; (2) plan effective/economic programs to meet these needs; (3) develop means to evaluate and strengthen such programs; and (4) define the ways in which external agencies can be of the greatest help in program implementation. Limited in scope to nonformal education, out-of-school youth and children, and rural areas of developing nations, the study's data are derived from 12 case studies (11 countries) of nonformal education programs and discussions with knowledgeable in developing countries, government agencies, research institutions, etc. Constituting the core of evidence, the case studies are presented in terms of: (1) a general diagnosis of rural educational needs viewed in a broad social-economic context; (2) an inventory/assessment of existing nonformal education programs addressed to rural children/youth; (3) fuller analysis of selected programs appearing to offer significant lessons for other countries; and (4) critical assessment of both positive and negative program experiences. This report also identifies fundamental concepts, present patterns, critical issues, and the means by which nonformal education programs can be activated. (JC)

ED 119 943 RC 009 095

Smith, Kevin B. And Others

Career Contingencies and the Formation of Educational Plans: An Analysis of White Adolescent Males and Females in Rural Louisiana.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—LAES-P-1231R; USDA-CSRS-S-81

Pub Date Apr 76

Note—29p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Anglo Americans, Career Planning, *Educational Interest, *Family Planning, High School Students, Hypothesis Testing, Marriage, Parent Influence, Peer Groups, Role Models, *Rural Youth, Seniors, Sex Differences, *Social Influences, *Socioeconomic Background, Tables (Data)

Identifiers—*Louisiana

Data gathered via random sampling from white, unmarried high school seniors (143 males and 158 females) in rural Louisiana were utilized to test the following hypotheses: (1) social origin will affect significant other influence; (2) social origin and significant other influence will affect educational plans and will be largely mediated through significant other influence; (3) social origin and significant other influence will affect both marital and fertility plans; (4) marital and fertility plans will be related to educational plans; and (5) sex will not affect significant other influence or educational plans but will affect marital and fertility plans. Survey responses were analyzed in terms of the following variables: Social Origin (father's and mother's education and major family income-earner's occupation); Significant Other Influence (encouragement from parents, teachers, guidance counselors, and friends and peer modeling); and Marital, Fertility, and Educational Plans. Results indicated: (1) the "modeling" mode of influence was especially sensitive to social origin factors; (2) there was agreement with prior research concerning the mediating role of significant other influence; (3) the effect of others was a crucial source of influence on educational plans; (4) there were no decidedly different procedural variations between males and females. (JC)

SE

ED 119 944

SE 019 503

Stapp, William B., Ed. Cox, Dorothy A., Ed.

Environmental Education Activities Manual, Book 1: Concerning Spaceship Earth.

Pub Date 74

Note—90p.; For related Books 2-6 in this series, see SE 019 504-508; Best Copy Available

Available from—Dorothy A. Cox, 30808 Lamar, Farmington Hills, Michigan 48024 (not for sale separately; sold only as a complete set containing Books 1-6, \$10.00, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Programs, *Elementary Secondary Education, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Program Development, *Resource Materials, Teacher Developed Materials, *Teaching Guides

This book is the first part of a series of six books designed to provide valuable resources to teachers and curriculum specialists as they construct viable environmental education programs for their students. The material in this manual was produced in response to student and teacher demand for material to support the environmental education model described in Section II of this book. The activities in the manual were developed largely in writing workshops by teachers familiar with the environmental education model. Most of the activities were used in the classroom and modified according to student teacher response. Book 1 provides the environmental education philosophy and model. Also included are guidelines for implementing the environmental education model and lists of environmental education resource materials. The resource materials include: sources of prepared environmental education curriculum materials for teachers, information agencies and organizations, film sources, periodicals, publishing, bibliography of instructional materials, environmental monitoring kits, games and simulations, series of prepared catalogues and bibliographies, and sources of audiovisual materials. (BT)

ED 119 945

SE 019 504

Stapp, William B., Ed. Cox, Dorothy A., Ed.

Environmental Education Activities Manual, Book 2: Lower Elementary Activities.

Pub Date 74

Note—135p.; For related Books 1-6 in this series, see SE 019 503-508; Best Copy Available

Available from—Dorothy A. Cox, 30808 Lamar, Farmington Hills, Michigan 48024 (not for sale separately; sold only as a complete set containing Books 1-6, \$10.00, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Concept Formation, *Environmental Education, *Instructional Materials, *Learning Activities, *Primary Education, Problem Solving, Program Development, Skill Development, *Teaching Guides, Values

This activities book for lower elementary grades is the second book of a series of six books designed to provide developmental K-12 experiences designed to support the basic environmental philosophy of spaceship earth. The aims of the four activity sections of this book are to aid in developing students to make them more sensitive to their environment, able to recognize problems, reach a sophistication in using problem solving skills, and inclined to participate in action activities. The Concept Development Activities Section was developed to assist teachers in assisting students to further their understanding of major concepts basic to the development of an environmentally literate citizenry. These concepts are: ecosystem, population, economics and technology, environmental decisions, and environmental ethics. The Skill Developing Activities Section identifies eight skills as being essential to the environment problem solving process. For each of the eight skills, skill developing activities have been designed. The Values Clarification Activities Section contains sample strategies that teachers have found helpful in assisting students to clarify their values regarding environmental issues. The Environmental Encounters Activities Section contains a series of school-community environmental problem solving activities. (BT)

ED 119 946

SE 019 505

Stapp, William B., Ed. Cox, Dorothy A., Ed.

Environmental Education Activities Manual, Book 3: Middle Elementary Activities.

Pub Date 74

Note—150p.; For related Books 1-6 in this series, see SE 019 503-508; Best Copy Available

Available from—Dorothy A. Cox, 30808 Lamar, Farmington Hills, Michigan 48024 (not for sale separately; sold only as a complete set containing Books 1-6, \$10.00, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Concept Formation, *Elementary Education, *Environmental Education, *Instructional Materials, *Learning Activities, Problem Solving, Program Development, Skill Development, *Teaching Guides, Values

This activities book for the middle elementary grades is the third book of a series of six books designed to provide developmental K-12 experiences designed to support the basic environmental philosophy of spaceship earth presented in Book 1. The aims of the four activity sections of this book are to aid in developing students to make them more sensitive to their environment, able to recognize problems, reach a sophistication in using problem solving skills, and inclined to participate in action activities to deal with environmental problems. The Concept Development Activities Section was developed to assist teachers in assisting students to further their understanding of major concepts basic to the development of an environmentally literate citizenry. These concepts are: ecosystem, population, economics and technology, environmental decisions, and environmental ethics. The Skill Developing Activities Section identifies eight skills as being essential to the environmental problem solving process. For each of the eight skills, skill developing activities have been designed. The Values Clarification Activities Section contains sample strategies that teachers have found helpful in assisting students to clarify their values regarding environmental issues. The Environmental Encounters Activities Section contains a series of school-community environmental problem solving activities. (BT)

ED 119 947

SE 019 506

Stapp, William B., Ed. Cox, Dorothy A., Ed.

Environmental Education Activities Manual, Book 4: Upper Elementary Activities.

Pub Date 74

Note—169p.; For related Books 1-6 in this series, see SE 019 503-508; Best Copy Available

Available from—Dorothy A. Cox, 30808 Lamar, Farmington Hills, Michigan 48024 (not for sale separately; sold only as a complete set containing Books 1-6, \$10.00, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Concept Formation, *Elementary Education, *Environmental Education, *Instructional Materials, *Learning Activities, Problem Solving, Program Development, Skill Development, *Teaching Guides, Values

This activities book for the upper elementary grades is the fourth book of a series of six books designed to provide developmental K-12 experiences designed to support the basic environmental philosophy of spaceship earth presented in Book 1. The aims of the four activity sections of this book are to aid in developing students to make them more sensitive to their environment, able to recognize problems, reach a sophistication in using problem solving skills, and inclined to participate in action activities to deal with environmental problems. The Concept Development Activities Section was developed to assist teachers in assisting students to further their understanding of major concepts basic to the development of an environmentally literate citizenry. These concepts are: ecosystem, population, economics and technology, environmental decisions, and environmental ethics. The Skill Developing Activities Section identifies eight skills as being essential to the environmental problem solving process. For each of the eight skills, skill developing activities have been designed. The Values Clarification Activities Section contains sample strategies that teachers have found helpful in assisting students to clarify their values regarding environmental issues. The Environmental Encounters Activities Section contains a series of school-community environmental problem solving activities. (BT)

ED 119 948 SE 019 507
Stapp, William B., Ed. Cox, Dorothy A., Ed.
Environmental Education Activities Manual, Book 5: Junior High Activities.

Pub Date 74

Note—199p.; For related Books 1-6 in this series, see SE 019 503-508; Best Copy Available

Available from—Dorothy A. Cox, 30808 Lamar, Farmington Hills, Michigan 48024 (not for sale separately; sold only as a complete set containing Books 1-6, \$10.00, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Concept Formation, *Environmental Education, *Instructional Materials, *Junior High Schools, *Learning Activities, Problem Solving, Secondary Education, Skill Development, *Teaching Guides, Values

This activities book for the junior high level is the fifth book of a series of six books designed to provide developmental K-12 experiences designed to support the basic environmental philosophy of spaceship earth presented in Book 1. The aims of the four activity sections of this book are to aid in developing students to make them more sensitive to their environment, able to recognize problems, reach a sophistication in using problem solving skills, and inclined to participate in action activities to deal with environmental problems. The Concept Development Activities Section was developed to assist teachers in assisting students to further their understanding of major concepts basic to the development of an environmentally literate citizenry. These concepts are: ecosystem, population, economics and technology, environmental decisions, and environmental ethics. The Skill Developing Activities Section identifies eight skills as being essential to the environmental problem solving process. For each of the eight skills, skill developing activities have been designed. The Values Clarification Activities Section contains sample strategies that teachers have found helpful in assisting students to clarify their values regarding environmental issues. The Environmental Encounters Activities Section contains a series of school-community environmental problem solving activities. (BT)

ED 119 949 SE 019 508
Stapp, William B., Ed. Cox, Dorothy A., Ed.
Environmental Education Activities Manual, Book 6: Senior High Activities.

Pub Date 74

Note—211p.; For related Books 1-5 in this series, see SE 019 503-507; Best Copy Available

Available from—Dorothy A. Cox, 30808 Lamar, Farmington Hills, Michigan 48024 (not for sale separately; sold only as a complete set containing Books 1-6, \$10.00, plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Concept Formation, *Environmental Education, *Instructional Materials, *Learning Activities, Problem Solving, Program Development, *Secondary Education, Skill Development, *Teaching Guides, Values

This activities book for the senior high school level is the sixth book of a series of six books designed to provide developmental K-12 experiences designed to support the basic environmental philosophy of spaceship earth presented in Book 1. The aims of the four activity sections of this book are to aid in developing students to make them more sensitive to their environment, able to recognize problems, reach a sophistication in using problem solving skills, and inclined to participate in action activities to deal with environmental problems. The Concept Development Activities Section was developed to assist teachers in assisting students to further their understanding of major concepts basic to the development of an environmentally literate citizenry. These concepts are: ecosystem, population, economics and technology, environmental decisions, and environmental ethics. The Skill Developing Activities Section identifies eight skills as being essential to the environmental problem solving process. For each of the eight skills, skill developing activities have been designed. The Values Clarification Activities Section contains sample strategies that teachers have found helpful in assisting students to clarify their values regarding environmental issues. The Environmental Encounters Activities Section contains a series of school-community environmental problem solving activities. (BT)

ED 119 950 SE 019 731
Kawula, Walter J. Smith, Arthur De W.
Generic Skills Handbook of Occupational Information.

Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date 75

Note—481p.; Marginal legibility due to small print and colors; For a related document, see SE 020 349

Available from—Training Research and Development Station, Box 1565, Prince Albert, Saskatchewan S6V 5T2, Canada

Document Not Available from EDRS

Descriptors—*Basic Skills, Career Education, Curriculum, Job Skills, *Mathematics Education, *Objectives, *Occupational Surveys, Research, Surveys, Use Studies, *Vocational Education

Generic skills were identified in five categories: mathematical skills, communication skills, reasoning skills, interpersonal skills, and manipulative skills. Workers and supervisors having 82 different occupational titles were then asked to indicate whether they used each of the 191 skills in their work. Results are tabulated to indicate how many of the 10 respondents in each occupational category stated that they needed a particular skill. From this basic data occupational profiles were generated in matrix form. These profiles are presented in this handbook, together with matrices indicating the needs of workers in various skill clusters. Potential uses of the handbook in developing basic training sequences and in career counselling are described. (SD)

ED 119 951 SE 019 772
A Teacher's Notebook: Mathematics, K-9.
National Association of Independent Schools, Boston, Mass.

Pub Date Sep 75

Note—148p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, Elementary School Mathematics, Elementary Secondary Education, Instruction, *Instructional Materials, Junior High Schools, *Mathematics Education, Mathematics Materials, *Resource Materials, Secondary School Mathematics, *Teaching Guides, *Worksheets

This guide is divided into seven sections according to specific topics rather than by grade levels and/or grade level expectations. The topics encompass a K-9 program and include: numeration; measurement; operations and computational skills; algebra; informal geometry; sets, logic, and proof; and mathematical patterns. Each section lists concepts and objectives, references to resources, and materials used. In most sections detailed examples and comments on concepts to be developed are given. The guide contains an annotated bibliography of books for teachers and/or children. (JBW)

ED 119 952 SE 019 846
Energy in Solid Waste: A Citizen Guide to Saving.
Citizens Advisory Committee on Environmental Quality.

Pub Date [75]

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 4000-00319, \$1.25; a 25% discount is allowed on orders of 100 or more copies delivered to one address)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Conservation Education, Consumer Education, Energy, Environmental Education, *Home Management, *Natural Resources, *Recycling, Waste Disposal, *Wastes

This booklet contains information for citizens on solid wastes. It discusses the possible energy available in combustible and noncombustible trash. It suggests how citizens can reduce waste at home through discriminating buying practices and through recycling and reuse of resources. Recommendations are given for community action along with state and federal responsibilities in resource use. The appendices also include a checklist for the home and community and a glossary of solid waste terms. (MR)

ED 119 953 SE 019 847
Report to the President and to the Council on Environmental Quality.

Citizens Advisory Committee on Environmental Quality.

Pub Date Dec 74

Note—45p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 040-000-00333-9, \$1.25; 25% discount on orders of 100 or more to same address)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annual Reports, *Conservation Education, *Economic Change, Energy, *Environment, Government Publications, Land Use, *Natural Resources

This report discusses three current environmental concerns. First, the report addresses the energy crisis and recommends the establishment of a balance between increased domestic energy supplies and reduced domestic energy demands, the recycling of solid wastes to save energy and materials, and the need to view short-term and long-term energy development in terms of net energy gained. Second, the report presents the problem of loss of agricultural land to urban development. The committee recommends federal and state land use plans to combat possible agricultural production losses. Third, the report discusses the need for change in Americans' living patterns to relieve pressure on natural resources and the rural environment. (MR)

ED 119 954 SE 019 850
Individual Action for Energy Conservation; Committee on Science and Astronautics, U.S. House of Representatives, Ninety-Third Congress, First Session. [Committee Print].

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date Jun 73

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Conservation Education, *Energy, *Government Publications, Guidelines, *Home Management, Natural Resources

This pamphlet lists suggestions for conserving energy. The suggestions are intended for use by citizens. It includes tips on transportation practices emphasizing driving and purchasing an automobile, cooling and heating residential homes, use of home appliances, and preparing for a vacation. The energy saving tips are also aimed at saving money for the consumer. (MR)

180 Document Resumes

ED 119 955 SE 019 996

Burchell, Robert W. Listokin, David
The Environmental Impact Handbook.
Rutgers, The State Univ., New Brunswick, N. J.
Center for Urban Policy Research.
Pub Date 75
Note—234p.

Available from—The Center for Urban Policy Research, Rutgers University, Building 4051 - Kilmer Campus, New Brunswick, New Jersey 08903 (\$8.95)

Document Not Available from EDRS

Descriptors—*Environment, *Environmental Criteria, Environmental Education, Guidelines, Legislation, *Quality Control, *State Legislation, *State Standards

Identifiers—*Environmental Impact Statements

The National Environmental Policy Act of 1969 requires an environmental impact statement for any major federal action affecting the human environment. Now many state and local governments require impact statements from state agencies or private agencies. This handbook presents a standardized approach to the development and implementation of policy. Reviewed are requirements and proposals by states and other political subdivisions. Discussed is the content, format, and interpretation of impact statements. Recommended guidelines for preparing impact statements are outlined. Included are descriptions of projects and the existing environment, impacts of/on the environment, alternative strategies, unavoidable adverse impacts, impacts over time, and irreversible/irretrievable commitments. The appendices contain addresses for available guidelines, annotated and selected bibliographies, manuals, and newsletters, a listing of public and private organizations, and a review of interpretation of impact statements in the courts. (MR)

ED 119 956 SE 019 997

Maine State Plan for Environmental Education.
Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Programs, *Environmental Education, *Program Descriptions, Program Guides, *Program Proposals, *State Programs

Identifiers—*Maine

Outlined is a proposed statewide environmental education program for Maine. The program intends to prepare citizens to identify environmental problems, to evaluate solutions to the problems, and to work toward their solution. The program will be implemented at several levels of education: formal preschool, elementary, and secondary education; formal higher education; formal adult education; and non-formal general public education. Listed are recommendations for creation and maintenance of the program at each level, and identified are resources to assist in the implementation at each level. (MR)

ED 119 957 SE 019 998

A Teacher's Handbook on Energy.

Colorado State Dept. of Education, Denver.

Pub Date Apr 74

Note—150p.; Marginal legibility due to colored pages

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Conservation Education, *Elementary Secondary Education, *Energy, Environmental Education, *Instructional Materials, *Learning Activities, Science Activities, Science Education, Science Materials, *Teaching Guides

This handbook contains suggestions for student activities and checklists for energy-saving practices. It also provides background information for the teacher on sources of energy and uses of energy. This section also contains charts, graphs, and illustrations which can be easily reproduced for student use. Resource materials are also referenced for additional information on energy concepts. (MR)

ED 119 958 SE 020 000

Pathways to the Outdoor Classroom.

Minnesota State Dept. of Natural Resources, St. Paul. Bureau of Information and Education.

Pub Date 75

Note—42p.; Contains numerous colored photographs that will not reproduce well

Available from—Minnesota Department of Natural Resources, Bureau of Information and Education, 350 Centennial Office Building, St. Paul, Minnesota 55155; ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Campus Planning, *Educational Parks, *Environmental Education, *Outdoor Education, Park Design, Site Analysis, *Site Development, Space Utilization, *Trails

This bibliography is designed to assist educators in establishing an outdoor classroom for environmental education. A process is detailed by which school districts can effectively and efficiently develop a site on or near the school. The first step involves organizing a planning committee, enlisting administrative support, and developing a budget. In the second step a site is chosen and mapped with the assistance of the United States Geological Survey, Soil Conservation Service, and the Department of Natural Resources. The booklet lists locations and general features of different ecosystems: forests, marsh, swamp, bog, water areas, meadow, prairie, cultivated land, and state-owned land. In step three a composite map is drawn showing major physical, cultural, and natural features. A chart is constructed for step four matching units with study locations. The booklet also includes suggestions for managing and maintaining the site, a list of available outdoor activities and audio-visual materials, and a bibliography. (MR)

ED 119 959 SE 020 009

Saroff, Scott, Comp.

Review of Audio-Visual Materials for Environmental Education. Second Edition.

Syracuse Univ., N.Y. Environmental Studies Inst.
Pub Date Jan 75

Note—34p.

Available from—Syracuse University, Environmental Studies Institute, Room 213, Huntington Hall, Syracuse, New York 13210 (\$2.00 postpaid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Audiovisual Aids, Classroom Materials, *Elementary Secondary Education, *Environmental Education, Films, *Instructional Films, *Science Education, Social Sciences, Visual Aids

This publication presents the ratings of films critiqued by teachers enrolled in classes conducted by the Environmental Studies Institute of Syracuse University. Information compiled for each film includes a summary of the content and its format, the film length, the distributor, the suggested audience, rental fees, and ratings and comments. Users' comments and suggestions are solicited for future reviews. (MR)

ED 119 960 88 SE 020 012

Elementary Environmental Learning Packet K-3, Second Revised Edition. [Primary CEL Blocks. Teacher's Guide].

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—135p.; For the related Intermediate Learning Packet, see SE 020 013

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Elementary Grades, *Environmental Education, *Instructional Materials, Learning Activities, Outdoor Education, *Primary Grades, Science Activities, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education program consists of two levels: primary and intermediate. The material in this publication encompasses the primary level. The learning materials are activity-based and incorporate process and subject area skills with knowledge and concern for the environment. The program is also interdisciplinary including activities and skills from art, language arts, mathematics, music, science, and social studies. The activities in this primary set center on sensory awareness, basic ecological concepts, and developing positive attitudes toward the environment. The materials consist of student activity cards, student information cards, and the teacher's guide. Each activity card introduces the environmental concept and lists activities and an informal evaluation. The cards are non-graded and non-sequential. The teacher's guide contains overall teaching suggestions and suggestions by

card. It also includes references for each card and four indexes on subject, subject area and process skills, information cards, and outdoor activities. (Author/MR)

ED 119 961 88 SE 020 013

Elementary Environmental Learning Packet Grades 4-6, Second Revised Edition. [Intermediate CEL Blocks. Teacher's Guide].

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—163p.; For the related Primary Learning Packet, see SE 020 012

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Elementary Grades, *Environmental Education, *Instructional Materials, *Intermediate Grades, Learning Activities, Outdoor Education, Science Activities, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education program consists of two levels: primary and intermediate. The material in this publication encompasses the intermediate level. The learning materials are activity-based and incorporate process and subject area skills with knowledge and concern for the environment. The program is also interdisciplinary including activities and skills from art, language arts, mathematics, music, science, and social studies. The activities in this intermediate set center on exploration of the environment, identifying and solving environmental problems, and developing positive attitudes toward the environment. The materials consist of student activity cards, student information cards, and the teacher's guide. Each activity card lists the environmental problem, suggestions for investigating the problem, and an informal evaluation. The cards are non-graded and non-sequential. The teacher's guide contains overall teaching suggestions and suggestions by card. It also includes references for each card and four indexes on subject, subject area and process skills, information cards, and outdoor activities. (Author/MR)

ED 119 962 88 SE 020 014

Man's Impact on the Environment: The Barrier Beach as an Ecosystem. Update.

Brevard County School Board, Cocoa, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—134p.; For the Pilot Test Edition, see ED 106 076. Related documents are SE 020 015-017. Photographs and newspaper examples used may reproduce marginally

Available from—The slides described in the abstract are available from ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Conservation Education, *Ecology, *Environmental Education, *Instructional Materials, Learning Activities, *Oceanology, Science Education, Science Materials, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education program emphasizes the cause and effect of change in a barrier beach ecosystem with special attention given to man and his role in environmental change. Concepts are employed from the natural and social sciences to investigate environmental problems. The units are designed around these questions: (1) What is an ecosystem? (2) What is a description of the ecosystem being investigated? (3) What are some of the biotic and abiotic features of the ecosystem and how do these features interrelate? (4) Where are some specific locations of the ecosystem being investigated? (5) What biotic and abiotic features in the ecosystem have changed and are undergoing change? (6) What are the natural factors causing change in the ecosystem and how have they been brought about? (7) What are the man-made factors causing change in the ecosystem and how have they been brought about? (8) What are the results of the changes? (9) What, if any, new changes are needed in the ecosystem? and (10) How might these needed changes to the ecosystem be brought about? The units are

inquiry oriented and contain learning activities, resources, evaluation techniques, and teacher suggestions for implementation of the program. Readings, maps, and other handouts are given for learner use. Slides with descriptions are included. (Author/MR)

ED 119 963 88 SE 020 015
Man's Impact on the Environment: The City as an Ecosystem.

Brevard County School Board, Cocoa, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—180p.; For related documents, see SE 020 014-017. Newspaper examples used may reproduce marginally

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Conservation Education, *Ecology, *Environmental Education, *Instructional Materials, Learning Activities, *Population Education, Science Education, Science Materials, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education program emphasizes the cause and effect of change in a city ecosystem with special attention given to man and his role in environmental change. Concepts are employed from the natural and social sciences to investigate environmental problems. Unit activities are inquiry oriented and answer these questions: (1) What is an ecosystem?; (2) What is a description of the ecosystem being investigated?; (3) What are some of the biotic and abiotic features of the ecosystem and how do these features interrelate?; (4) Where are some specific locations of the ecosystem being investigated?; (5) What biotic and abiotic features in the ecosystem have changed and are undergoing change?; (6) What are the natural factors causing change in the ecosystem and how have they been changed?; (7) What are the man-made factors causing change in the ecosystem and how have they been brought about?; (8) What are the results of the changes?; (9) What, if any, new changes are needed in the ecosystem?; and (10) How might these needed changes to the ecosystem be brought about? Questions 6-8 are answered through population, water supply, and air pollution activities. The teacher's guide also contains resources, evaluation techniques, and teacher suggestions for program implementation. Readings, maps, and other handouts are given for learner use. (Author/MR)

ED 119 964 88 SE 020 016
Man's Impact on the Environment: The Estuary as an Ecosystem. Update.

Brevard County School Board, Cocoa, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—106p.; For the Pilot Test Edition, see ED 106 077. Related documents are SE 020 014-017. Newspaper examples may reproduce marginally

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Conservation Education, *Ecology, *Environmental Education, *Instructional Materials, Learning Activities, Science Education, Science Materials, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education program emphasizes the cause and effect of change in an estuary ecosystem with special attention given to man and his role in environmental change. Concepts are employed from the natural and social sciences to investigate environmental problems. The units are designed around these questions: (1) What is an ecosystem?; (2) What is a description of the ecosystem being investigated?; (3) What are some of the biotic and abiotic features of the ecosystem and how do these features interrelate?; (4) Where are some specific locations of the ecosystem being investigated?; (5) What biotic and abiotic features in the ecosystem have changed and are undergoing change?; (6) What are the natural factors causing change in the ecosystem and how have they been brought about?; (7) What are the man-made factors causing change in the ecosystem and how have they been brought about?; (8) What are the results of the changes?; (9) What, if any, new changes are

needed in the ecosystem?; and (10) How might these needed changes to the ecosystem be brought about? The units are inquiry oriented and contain learning activities, resources, evaluation techniques, and teacher suggestions on implementation of the program. Readings, maps, and other handouts are given for learner use. (Author/MR)

ED 119 965 88 SE 020 017
Man's Impact on the Environment: The Freshwater Marsh as an Ecosystem. Update.

Brevard County School Board, Cocoa, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—187p.; For the Pilot Test Edition, see ED 106 078. Related documents are SE 020 014-016. Maps and charts may reproduce marginally

Available from—The slides described in the abstract are available from ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Conservation Education, *Ecology, *Environmental Education, *Instructional Materials, Learning Activities, Science Education, Science Materials, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This environmental education program emphasizes the cause and effect of change in a freshwater marsh ecosystem with special attention given to man and his role in environmental change. Concepts are employed from the natural and social sciences to investigate environmental problems. Unit activities are inquiry oriented and answer these questions: (1) What is an ecosystem?; (2) What is a description of the ecosystem being investigated?; (3) What are some of the biotic and abiotic features of the ecosystem and how do these features interrelate?; (4) Where are some specific locations of the ecosystem being investigated?; (5) What biotic and abiotic features in the ecosystem have changed and are undergoing change?; (6) What are the natural factors causing change in the ecosystem and how have they been brought about?; (7) What are the man-made factors causing change in the ecosystem and how have they been brought about?; (8) What are the results of the changes?; (9) What, if any, new changes are needed in the ecosystem?; and (10) How might these needed changes to the ecosystem be brought about? Questions 5-10 are designed into a role-playing simulation game. The guide also contains readings, maps, and other handouts, resources, evaluation techniques, and teacher suggestions for program implementation. Slides with descriptions are included. (Author/MR)

ED 119 966 SE 020 018

Ralston, Valerie Hunter

Water Resources. A Bibliographic Guide to Reference Sources. Bibliography Series No. 2.

Connecticut Univ., Storrs, Library.
Spons Agency—Department of the Interior, Washington, D.C.

Pub Date Jan 75

Note—122p.

Available from—Institute of Water Resources, University of Connecticut, Storrs, Connecticut 06268 (\$5.00, payment must accompany order)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Annotated Bibliographies, *Environment, Library Reference Services, Natural Resources, *Reference Books, Reference Materials, State of the Art Reviews, *Water Resources

This bibliographic guide to water resources materials provides a guide to reference materials in the field. Of the 411 references to individual publications or services, 46 percent are government publications or services sponsored by government agencies. Reference materials reviewed include: guides to the literature; dictionaries; encyclopedias; thesauri; handbooks; statistical sources; atlases and maps; standards; bibliographies; annual review publications; information services; directories; selected federal government series; selected state publications; and serial lists. Author, key word subject, and selected title indices conclude this publication. (BT)

ED 119 967

Pesko, Carolyn, Ed.

Solar Directory.

Pub Date 75

Note—605p.

Available from—Ann Arbor Science Publishers, Incorporated, P.O. Box 1425, Ann Arbor, Michigan 48106 (\$20.00)

Document Not Available from EDRS

Descriptors—Annotated Bibliographies, *Directories, *Energy, *Energy Conservation, Environment, *Information Sources, Reference Books, *Solar Radiation, Surveys

Identifiers—Solar Energy

This directory is designed to help the researcher and developer, the manufacturer and distributor, and the general public communicate together on a mutually beneficial basis. Its content covers the wide scope of solar energy activity in the United States primarily, but also in other countries, at the academic, governmental, and industrial levels. This survey consists of five major sections: Section 1, A Compilation of Computerized Data, provides descriptions of the interests, activities, or products of particular individuals, companies, or organizations; Section 2, An Inventory of Solar Projects, is a compilation of brief descriptions of solar heated and/or cooled buildings presently in existence, under construction, or planned for the near future; Section 3, An Annotated Bibliography, surveys the type of published material available on the subject of solar energy; Section 4, Appendices, includes Abbreviations, Late Additions, NSF/RANN Solar Energy Research Grants and Contracts in Fiscal Year 1974, Solar Energy Legislation, Solar Energy Courses, Money, and Environmental Actions of Colorado; and Sections 5 and 6, Indices for Section 1. Section 5 is an index of all companies and organizations and Section 6 is a listing of all individuals listed. Instructions for the use of each section are provided in the text. (BT)

ED 119 968

SE 020 272

Kelly, P. J.

Outline Report: Curriculum Diffusion Research Project.

Chelsea Coll. of Science and Technology, London (England).

Pub Date Apr 75

Note—75p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Curriculum Development, Curriculum Research, Educational Research, *Program Development, *Science Course Improvement Project, Science Education, Secondary Education, *Secondary School Science

Identifiers—Great Britain, *Nuffield Science Teaching Projects

The purpose of this study was to survey the Nuffield Science Teaching Projects' adoption and diffusion into British secondary schools. This report presents a narrative of the three-phase research strategy. The first year was of an exploratory nature aimed at elucidating the various forms that adoption and rejection of innovations could take, the characteristics which were likely to distinguish teachers who adopted innovations from those who did not, and communication aspects which might have influenced diffusion and adoption. The next phase covering the second year dealt with data collection mainly by means of postal questionnaires. A third phase involved the analysis of data with emphasis on comparisons of samples of adopting and non-adopting teachers and qualitative analyses of communication activities. A complete report of the results, including data tables and findings, is presented. (Author/CP)

ED 119 969

SE 020 289

Greenberg, Murray

Management Science/Industrial Engineering Techniques to Reduce Food Costs.

Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Costs, *Economic Factors, Engineering, *Food, Manpower Utilization, *Operations Research, *Productivity, *Questionnaires, Research Methodology, Surveys

Identifiers—*Food Processing Industry

This paper examines the contributions of Industrial Engineering and Management Science toward reduction in the cost of production and distribution of food. Food processing firms were requested to respond to a questionnaire which asked for examples of their use of various operations research tools and information on the number of operations research people employed by them. Replies came only from large firms—with sales volume above \$300 million annually. Another questionnaire, addressed to Directors of Industrial Engineering in food related companies, yielded responses from businesses with annual sales ranging from \$85 million to \$2.4 billion. Results of the questionnaire show a variety of approaches are being utilized in attacking the problems associated with food costs and availability. Although most of the work cited has been done by large businesses, the basic principles and techniques of methods improvement, work simplification, cost reduction and logical methods of problem analysis and development of solutions are applicable to small businesses as well. (BT)

ED 119 970 SE 020 291
Beckwith, Robert

New energy Era: Short Term and Long Term.

Pub Date Jun 75

Note—19p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Employment Qualifications, Employment Trends, *Energy, Energy Conservation, *Engineering Education, *Fuels, Manpower Utilization, *Utilities

Identifiers—Electric Utilities

This paper examines the causes and effects of the 1973 oil embargo imposed by OPEC. The author notes that since the embargo, little positive action has been taken to reduce American dependence upon a very limited and very expensive energy source. In order to achieve any degree of independence, it will be necessary to rapidly expand coal and nuclear sources. The remainder of the paper discusses the role of the electric utility in these unusual and uncertain times and the role of the engineer in helping the utility fulfill its responsibilities. The responsibility of the utility is to provide a high quality of service at a reasonable cost to the consumer. The paper concludes with an examination of the employment patterns of Commonwealth Edison and discusses the traits and qualities young prospective engineers seeking employment with a utility should possess. (BT)

ED 119 971 SE 020 306
Newberry, Conrad F. Pearson, James A.

The Career Perspective Seminar.

Pub Date Jun 75

Note—26p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Career Opportunities, *Career Planning, Careers, *Cocurricular Activities, College Students, *Engineering, Engineering Education, Higher Education, *Instruction, *Seminars

Career planning seminars conducted by the Student Activities Committee of the Los Angeles Section of the American Institute of Aeronautics and Astronautics are discussed. The seminars address a forecast of trends in engineering; a discussion of opportunities in new engineering areas; and consideration of individual career goals. A sampling of a detailed evaluation of the first six seminars is presented. (MLH)

ED 119 972 SE 020 317
Fowler, Wallace T. Watkins, R. D.

A Solution to the Small Enrollment Problem in Aerospace Engineering—Self-Paced Materials Used in an Independent Studies Mode.

Pub Date Jun 75

Note—27p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Aerospace Education, College Science, *Course Descriptions, Course Evaluation, Curriculum Development, *Engineering Education, Higher Education, *Instruction, Instructional Materials

Identifiers—Keller Plan, *Personalized System of Instruction, PSI, University of Texas Austin

With the decline in enrollment in the early 1970's, many aerospace engineering departments had too few students to offer some required courses. At the University of Texas at Austin, a set of personalized system of instruction (PSI) materials for the aircraft performance, stability, and control course was developed. The paper includes a description of course materials, the circumstances under which they were used, and a discussion of the factors which affect the success or failure of this mode. (Author/CP)

ED 119 973 SE 020 318
Rosauer, Elmer A.

Junk: Who Needs It? (Genesis: The Missing Checkmark).

Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—College Science, *Conservation (Environment), *Course Descriptions, Engineering Education, Environmental Education, Higher Education, Instructional Materials, *Natural Resources, *Recycling, *Waste Disposal, Wastes

The description of a no-prerequisite, undergraduate engineering course entitled "Utilization of Waste Materials" is provided. The major component of the course, a student research project presented to the entire class, is explained. Topics of research which have been previously used by students are listed. Evaluation techniques and student comments concerning the course are also presented. (CP)

ED 119 974 SE 020 340
Botting, David C.

Technology in Developing Countries.

Pub Date Jun 75

Note—12p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Course Descriptions, *Curriculum Development, *Developing Nations, *Engineering Education, Higher Education, *Instruction, Science Education, Science Programs, Social Studies, *Technology

Described is a class related to the spread of technology to the developing countries of the world. The class included students from many disciplines. The approach consisted of examining four aspects of technological transfer and impact: the colonial background, agents of change, process of change, and case studies. The author believes these kinds of studies are particularly relevant to the liberal education of engineering students. Central to all such courses is analysis of the engineer's role in the process of social change and development and examination of ways in which engineering impacts on the social values and institutions of society. The diversity, political factors, economic factors, and psycho-social factors of the developing countries are studied. A course outline is included. (LS)

ED 119 975 SE 020 341
Bourgault, R. F.

Analysis of Defects and Failures A Materials Course for Engineers.

Pub Date Jun 75

Note—13p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Behavioral Objectives, Course Descriptions, *Curriculum Development, *Engineering, *Engineering Education, Higher Education, *Instruction, Problem Solving, Science Education

Today, product liability cases seem to be increasing rapidly in both number and extent of liability of the manufacturer. Where analysis of defects and failures was once of interest to the enlightened company, it could well become a necessity for survival of all in the future. The materials engineer is likely to find many opportunities for displaying his prowess in this field. A course in Analysis of Defects and Failures was started in the fall of 1970 for senior mechanical engineering students at Worcester Polytechnic Institute (Mas-

sachusetts). Students helped prepare the course outline, which is included. The course presents unique opportunities for drawing together all of a student engineer's talents and training. A separate course in microstructure analysis has been developed and is recommended as background for the one in "defects." Students are given a list of the course objectives. The topics discussed are listed. The last few weeks of the course are devoted to group work in the analysis of a real failure. (LS)

ED 119 976 SE 020 342
Bourgault, R. F. And Others

A Novel Teaching Approach to Materials Science.

Pub Date Jun 75

Note—9p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Behavioral Objectives, Course Descriptions, *Curriculum Development, *Engineering, *Engineering Education, Evaluation, *Individualized Instruction, *Instruction, Science Education

The introductory materials science course at Worcester Polytechnic Institute (Massachusetts), while still being regarded as in a state of evolution, has remained nearly constant for the past two years. Since the course is given each term, except summer, to 40-90 students of various disciplines, there has been ample opportunity for continual experimentation and evaluation. The course material is divided into ten units of work, each with its own objective containing several measurable behavioral statements. Each student is allowed to proceed at that individual's own pace and, when ready, to be evaluated on each unit in sequence. Self-learning resources are listed with the unit objectives and include references to the "recommended" and "alternate" texts, suggested problems in each text, and designated numbers of specially made television tapes germane to the unit. Three regular class-meetings per week are scheduled. Evaluation and grading are based upon the results of a half-hour written assessment which is often called a "hurdle," followed by a ten to fifteen minute oral interview. A determination of "no pass" (0), "pass" (1), or "pass with distinction" (2) is made at that time from a combination of the written and oral evaluation. If students fail to pass, they repeat the unit. (LS)

ED 119 977 SE 020 343
Reitz, Edward S.

Faculty Mentoring of Undergraduates at City College.

Pub Date Jun 75

Note—19p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Counseling, Counselor Role, Curriculum Development, Elective Subjects, Engineering, *Engineering Education, *Faculty Advisors, *Higher Education, Program Descriptions, Science Education

In an effort to meet the diverse interests of the students and to move away from a rigidly structured curriculum, the Civil Engineering Department at the City College of New York has offered the civil engineering student an elective program that incorporates engineering and science electives as well as liberal arts electives. It was readily apparent that students could not be left to their own devices without being seriously impaired by taking unsatisfactory packages of electives. A pilot program was established by the Civil Engineering Department, with the assistance of the Office of Curriculum Guidance, to establish faculty mentors for all civil engineering students from upper freshmen to upper seniors. A primary objective of this program was to help improve the retention of engineering students. Faculty members were charged with the task of aiding the students in the task of selecting a program for successive terms which would lead to the successful completion of a Bachelor of Engineering program. He explains to the student the procedure for electing liberal arts electives, the restraints on the scope of the student's alternatives and the selection of the alternative civil engineering elective packages. At present, the other departments in the School of Engineering are im-

plementing similar faculty monitoring systems. (LS)

ED 119 978 SE 020 344
Burgwardt, Frederick C.
Making Individualized Instruction a Joint Academic/Industrial Venture.
Pub Date 16 Jun 75

Note—10p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Adult Education, *Engineering, *Engineering Education, *Individualized Instruction, *Instruction, *Professional Continuing Education, *Science Education

A number of factors are having an impact on the relationship between academic institutions and the industrial user. These are manifested in a search for new ways in which cooperation in the development and implementation of continuing engineering education programs for the practicing engineer can be improved. This paper presents two examples of what one industry and one academic institution have done on a cooperative basis to develop and execute new approaches to individualized instruction for the practicing engineer. Despite an active-on-site Master of Engineering Program at Colorado State University, there remained a need to revitalize the skills of senior engineering personnel in subject areas particularly unique to Xerox. The Professional Excellence Program (PEP) was developed to meet this need. The format, student selection procedures, development implementation and evaluation of the program are discussed. The background, development and production of a programmed instruction text in Electrostatics is discussed. The text was a cooperative venture with a faculty member providing the draft and hand-drawn illustrations and Xerox performing the final illustrating work and typesetting. (LS)

ED 119 979 SE 020 349
Smith, Arthur De W.
Generic Skills Research and Development.
Training Research and Development Station,
Prince Albert (Saskatchewan).
Pub Date Jul 75

Note—208p.; Marginal Legibility due to small print; For a related document which contains the matrix profiles generated for different occupational titles, see SE 019 731

Available from—Training Research and Development Station, Box 1565, Prince Albert, Saskatchewan S6V 5T2, Canada

Document Not Available from EDRS
Descriptors—*Basic Skills, *Career Education, *Curriculum, *Job Skills, *Mathematics Education, *Objectives, *Occupational Surveys, *Research, *Surveys, *Use Studies, *Vocational Education

The Generic Skills Study was authorized by the Canadian Department of Manpower and Immigration in order to (1) develop a simple and coherent system for the identification of skills used by workers in any occupation, (2) collect and analyze skills from a variety of occupations as a basis for developing occupational training specifications, and (3) develop training packages for generic skills. Generic skills were identified in five categories: mathematical skills, communication skills, reasoning skills, interpersonal skills, and manipulative skills. Workers and supervisors having 82 different occupational titles were then asked to indicate whether they used each of the 191 skills in their work. Results are tabulated to indicate how many of the 10 respondents in each occupational category stated that they needed a particular skill. From these basic data occupational profiles were generated in matrix form. This volume provides a description of the research procedures, copies of the research instruments, discussion of results, specifications for development of training packages, and a sample training package. (SD)

ED 119 980 SE 020 354
Technical Report. [Marine Career Cluster Project].
Olympus Research Corp., Boston, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jun 75
Contract—OEC-0-74-9247
Note—50p.; For a related document, see SE 020 355

Available from—Due to extremely small print and marginal legibility, the cluster chart described in the abstract is available from ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Curriculum Development, *Educational Research, *Marine Technicians, *Occupational Surveys, *Research Projects, *Science Education, *Technical Reports

Identifiers—Boatbuilding, *Marine Education, Scuba Diving

Reported are the technical aspects of a year-long Olympus study of marine education. Of this four-section report, Part A describes research project procedures, time lines, and methodology followed in the conduct of the project. Section B presents the more than 225 marine occupations which were identified in a survey of 22,000 personnel. The reduction of these listings into a one-page cluster chart is shown. Section C contains discussions of career opportunities for marine technicians and careers in diving; neither of these units is in the final report. The last section is a proposed boatbuilding curriculum; the curriculum is not included in the final report. (Author/CP)

ED 119 981 SE 020 355
Marine Education: Guidelines for Curriculum Development. Final Report.

Olympus Research Corp., Boston, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—OEC-0-74-9247

Note—151p.; For a related document, see SE 020 354. Occasional small type used in examples

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—*Career Education, *Curriculum Development, *Manpower Needs, *Marine Technicians, *Occupational Surveys, *Oceanology, *Resource Materials, *Science Education, *Vocational Education

Identifiers—*Marine Education

This report describes the status of marine career education in the United States as of July 1975. The objectives of this work are: (1) to assess the current and future manpower needs, (2) to determine the extent of curriculum offerings, (3) to report the availability of relevant materials, (4) to describe the need for new program offerings, (5) to determine materials that need to be developed, (6) to identify the most significant issues, (7) to cluster the key occupations and places of employment, and (8) to prepare guidelines for future curriculum development in the area of marine education. In a concluding section, the research team summarizes findings and recommends courses of action. The group cites as areas of greatest urgency the need to (1) establish interagency coordination for the development of marine career education, and (2) sponsor a comprehensive marine occupational analysis. (Author/CP)

ED 119 982 95 SE 020 368
Marlett, Robert, Ed.

Current Issues in Environmental Education—1975: Selected Papers from the Fourth Annual Conference of the National Association for Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Environmental Education, Miami, Fla.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—129p.; For a related document, see SE 020 480

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (3.25)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—*Conference Reports, *Environment, *Environmental Education, *Instructional Materials, *Models, *Program Descriptions, *Program Development, *Publications

Identifiers—Louisiana (New Orleans), NAEF, National Association for Environmental Education

These selected papers are organized into four categories: general environmental concerns, general environmental education, environmental education programs, and environmental educa-

tion materials. Altogether, the reports provide environmental personnel with current information on the present and proposed future status of environmental education. Topics covered in these papers include descriptions of environmental education programs at all grade levels throughout the country, discussions of instruction materials available to educators, and status reports on the quality of the environment and environmental education. Some of the papers include a list of references, as well as sample materials. (MA)

ED 119 983 SE 020 369
An Analysis of Federal R & D Funding by Function, Fiscal Years 1969-1976.

National Science Foundation, Washington, D.C.
Div. of Science Resources Studies.

Report No—NSF-75-330

Pub Date Aug 75

Note—74p.; Marginal legibility due to numerous blue charts

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00252-0, \$1.80); ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Federal Aid, *Federal Programs, *Financial Support, *Research, *Science Education, *Scientific Research, *Statistical Data

Identifiers—National Science Foundation, NSF

This report provides an account of federal funding of research and development (R&D) programs for the years 1969-76. Part 1 lists federal R&D expenditures according to function and includes comments and comparisons pertaining to the functions. Part 2 provides more detailed analyses of R&D expenditures for each function individually, including graphs that chart the overall and subfunction expenditures of each function from 1969-76, and explanatory comments. The appendices include an additional statistical table that lists R&D obligations by function, subfunction, and agency program for each year during the period 1969-76. (MLH)

ED 119 984 SE 020 372
Purnell, Charlotte H.

The Delaware Model: A Systems Approach (Del Mod System).

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

Pub Date Mar 72

Note—13p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Elementary School Science, *Elementary Secondary Education, *Instructional Systems, *Mathematics Education, *Models, *Science Course Improvement Project, *Science Education, *Secondary School Science, *Systems Approach

Identifiers—Del Mod System, National Science Foundation, NSF

This monograph presents a description, along with the purposes, of the Del Mod System. It is described as a system concerned with inducing changes in the existing systems in the area of science education. The investment of time and funds (a National Science Foundation-funded project) is devoted to an alteration of the behavior patterns of individuals. It is a cooperative working agreement with the University of Delaware, Delaware Technical and Community College, Department of Public Instruction, Delaware State College, the Delaware schools and industry. The origin, the specific objectives, and six major areas of concern are presented. The component institutions and their roles are described. The structure and funding as well as the first-year results of the program are included in the monograph. (EB)

ED 119 985 SE 020 373
Bolg, John R.
Research and Evaluation Within the Del Mod System.

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GW-6703

184 Document Resumes

Pub Date Mar 72

Note—11p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Research, Elementary School Science, Elementary Secondary Education, *Evaluation, Mathematics Education, Research Projects, Science Course Improvement Project, *Science Education, Secondary School Science, *Systems Approach

Identifiers—*Del Mod System, National Science Foundation, NSF

Described is the Del Mod System, its inception, the fundings associated with it, and its objectives. A number of projects have already been completed and implemented. This monograph describes the evaluations of such projects and of the Del Mod systems-approach to science education. The area of evaluation and the method of data collection (with guidelines listed) are described. Problems of the System's evaluation are noted. These include lack of financial resources, inadequacy of some designs, and public apprehension about research. References are cited. (EB)

ED 119 986

SE 020 374

Lantis, Ethel L.

The Role of a Technical and Community College in the Del Mod System.

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date Sep 72

Note—11p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Community Colleges, Educational Research, Higher Education, Junior Colleges, *Mathematics Education, *Research and Development Centers, Science Course Improvement Project, *Science Education, *Systems Approach, Technical Education

Identifiers—*Del Mod System, National Science Foundation, NSF

One of a series of monographs providing information about the Delaware Model: A Systems Approach to Science Education (Del Mod System) to several audiences, this monograph is intended for those interested in creating cooperative programs with technical schools or community colleges. Program characteristics are stated showing what a two-year technical and community college can contribute to a system geared toward making a maximum impact on K through 12 and through post-doctoral students by providing a favorable climate for research and development. The Science Resource Center at the Southern Campus of the Delaware Technical and Community College and the education technician program are described. References are cited. (EB)

ED 119 987

SE 020 375

Reiher, John F.

The Role of the State Department of Public Instruction in the Del Mod System.

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date 1 Jun 74

Note—12p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Research, Elementary Secondary Education, Higher Education, Mathematics Education, Science Course Improvement Project, *Science Education, State Boards of Education, *State Departments of Education, *Systems Approach

Identifiers—*Del Mod System, National Science Foundation, NSF

This is one of a series of monographs providing information about the Delaware Model: A

Systems Approach to Science Education (Del Mod System). The State Department of Public Instruction is the agency that represents the public schools of Delaware. The two branches of the state department with which Del Mod interacts are the Instructional Services Branch and the Auxiliary Services Branch, acting as service centers for school districts and areas of development and program evaluation, teacher certification, federal funding, needs assessment, pupil testing, research, and general supervisory assistance in areas of inservice education. The proposed plan of activities for the State Department of Public Instruction is briefly described as related to each of the above mentioned tasks. (EB)

ED 119 988

SE 020 376

Gussett, James

Field Agent Activities: Level 1.

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date Feb 74

Note—9p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Elementary Secondary Education, Mathematics Education, Science Course Improvement Project, *Science Education, Supervision, *Supervisory Activities, *Systems Approach

Identifiers—*Del Mod System, National Science Foundation, NSF

One of a series of monographs providing information about the Delaware Model: A Systems Approach to Science Education (Del Mod System), this monograph describes the role of field agents. These agents are responsible for individual teachers who express a desire for involvement in improving teacher effectiveness and to be involved in the teaching of science. The ground rules for such a position are spelled out to include some of the things to avoid doing, such as anything that would infringe on the autonomy of the district, the confidence of the teacher, and the credibility of the field agent himself. Suggestions such as cooperation with administration, meeting with teachers, implementation of activities, suggestions for specific sessions with teachers, and various methods of proposing changes are described. References are cited. (EB)

ED 119 989

SE 020 387

Baker, Thomas M.

Del Mod at a Glance, Volume 2. A Synopsis of the 1972-73 Annual Report for the Del Mod System.

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date 30 Jun 73

Note—29p.

Available from—Mr. John F. Reiher, Dept. of Public Instruction, Townsend Bldg., Dover, Delaware 19901 (Free while supply lasts); ER-IC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Annual Reports, *Educational Research, Elementary Secondary Education, Environmental Education, Higher Education, Mathematics Education, *Research Projects, Science Course Improvement Project, *Science Education, *Systems Approach

Identifiers—*Del Mod System, National Science Foundation, NSF

A synopsis of the 1972-73 annual report for the Del Mod System is presented together with a brief description of the projects within the local schools. Individual teacher research projects are listed by teacher name, school district, and project title. Field agent programs and some conclusions and recommendations about their work are described. Project reports relating to the evaluation of each funded project, both in narrative and tabulated form, are included. Descriptions of ten activities undertaken by the mathematics and science education departments of the University

of Delaware are presented. One project, the Science/Mathematics Resource Center, is described as having become a model within the University's School of Education. The Delaware Technical and Community College is described as taking the posture in the Del Mod System of providing facilities and services to teachers which are compatible with a technical college. Related programs are noted. What has been learned from the Del Mod activities is briefly described and changes to be made or further activities to be encountered are presented. (EB)

ED 119 990

SE 020 388

Bolig, John R.

Del Mod at a Glance, Volume 3. 1973-1974 Annual Report for the Del Mod System.

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date 30 Oct 74

Note—43p.; Occasional marginal legibility due to colors used

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annual Reports, *Educational Research, Elementary Secondary Education, Higher Education, Mathematics Education, Research Projects, *Science Course Improvement Project, Science Education, *Systems Approach

Identifiers—*Del Mod System, National Science Foundation, NSF

A synopsis of the 1973-74 annual report for the Del Mod System is presented. The activities described were conducted by the University of Delaware, Delaware State College, Delaware Technical and Community College, and the Department of Public Instruction. Activities of field agents, several local district projects, and individual teacher grants are noted in summary form. The descriptions are summaries of more comprehensive reports on file in the Del Mod office in Dover, Delaware. A summary of the projects by project number, title, and director is presented in table form. A list of the Del Mod personnel, 1973-1974, is included. (EB)

ED 119 991

SE 020 389

Cornell, Ruth E. And Others

The Status of Science Teaching in Delaware.

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date 1 Aug 74

Note—31p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Curriculum, Educational Research, Elementary School Science, *Elementary Secondary Education, *Science Course Improvement Project, Science Education, *Science Programs, Secondary School Science, *Systems Approach

Identifiers—*Del Mod System, National Science Foundation, NSF

This monograph presents an updating of a report made in 1969 which led to the development of the Del Mod System. It is an assessment of science education in Delaware. Data presented were collected on site in the schools. Assessment of the science facilities, curriculum, and attitudes was made. Science programs in use in 1974 in the elementary, middle, and senior high schools are described. Total program of offerings in the various grades is presented. A comparison of the type of facility in which secondary science classes are conducted is presented. The report is compiled from data collected in terms of numbers of students, science programs, and percentage of participation and translated by means of tables, graphs, and in narrative form. (EB)

ED 119 992

SE 020 390

Harder, Alma Jean Newsom, Carolyn Clark

The Energy Situation. A Two-Week Self-Contained Unit for the Secondary Schools.

Del Mod System, Dover, Del.

Spons Agency—National Science Foundation, Washington, D.C.
Report No.—NSF-GW-6703
Pub Date Jun 75
Note—51p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Energy, *Energy Conservation, Environmental Education, Instructional Materials, Physical Sciences, Science Course Improvement Project, Science Education, Secondary Education, *Secondary School Science, *Units of Study (Subject Fields)
Identifiers—*Del Mod System, National Science Foundation, NSF

A unit of study is presented in this monograph, intended to be self-sufficient, though teachers are urged to read as much material as possible. Overall objectives are presented. Time allotted is suggested at two weeks. The unit contains ten mini-units, plus class activities, class discussion questions, individual student projects, and possible quiz questions. A bibliography is included in the unit as well as five suggested field trips, possible films with information relating to cost, and place of procurement. Magazines and possible guest speakers are suggested. (EB)

ED 119 993 SE 020 391
Lewis, Robert

Engineering: "A Piece of the Action." A Mini-Course.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Pub Date [75]

Note—70p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Engineering Education, Instruction, Junior High Schools, Science Course Improvement Project, Science Education, *Science Programs, Secondary School Science, Technology, *Units of Study (Subject Fields)
Identifiers—*Del Mod System, National Science Foundation, NSF

It is the purpose of this unit of study to acquaint students with the world of engineering. The activities are intended to simulate problems which might be undertaken by engineers and illustrate the sequence of events leading to their solution. The material is intended for use in the eighth or ninth grades as a supplement or for inclusion into the ongoing science, social studies, and mathematics program. The course is designed to run two to three weeks. Most of the activities are assigned to be completed in a single class period and are designed to produce student involvement. The format of the Teacher Guide includes: title of activity, the major ideas, the behavioral objectives and possible strategy types. Materials and equipment, as well as resources and references, are presented. Suggested answers to questions given and sample data for the experiments are provided. A student activity sheet is given for each lesson. (EB)

ED 119 994 SE 020 396

Mathematics Guide K-8.

Del Mod System, Dover, Del.; Seaford School District, Del.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date Jun 74

Note—143p.

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Basic Skills, Curriculum, *Curriculum Guides, *Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, Instruction, Learning Activities, Mathematics Education, *Number Concepts, Objectives, *Secondary School Mathematics, Teacher Developed Materials
Identifiers—*Del Mod System, National Science Foundation, NSF

This mathematics curriculum guide for grades K-8 was developed and evaluated by teachers in the Seaford School District, Delaware. It sets out concepts and skills to be mastered at each grade level. Suggested learning activities are described for each curricular objective identified. The curricular topics addressed include number concepts, operations, and relations; geometric concepts; money and time, pattern recognition, and measurement. (SD)

ED 119 995 80 SE 020 397
Geppert, William J. And Others

Introduction to Metric Measurement. A Guide for Instruction of Measurement Techniques in the International Metric System of Measurement. Reprint.

Delaware State Dept. of Public Instruction, Dover.; Del Mod System, Dover, Del.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.; National Science Foundation, Washington, D.C.

Report No.—NSF-GW-6703

Pub Date Oct 74

Note—47p.; Occasional marginal legibility due to colors used

Available from—Mr. John F. Reiher, State Supervisor of Science and Environmental Education, Dept. of Public Instruction, John G. Townsend Building, Dover, Delaware 19901 (Free while supply lasts)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Curriculum, *Curriculum Guides, Elementary Secondary Education, Instruction, *Learning Activities, *Mathematics Education, *Measurement, *Metric System, State Departments of Education, Tests, Worksheets, Workshops
Identifiers—Delaware, *Del Mod System, National Science Foundation, NSF

This booklet provides the teacher with an overview of the development and use of the metric system, a set of rules and definitions of metric terms, a series of suggested activities related to the metric system, guidelines for conducting metric workshops, and a list of potential sources of resource materials. Measurement pre- and post-tests are also included. Many of the activities described are appropriate for students at all grade levels. The tests are designed for secondary students. (SD)

ED 119 996 SE 020 410
Taiwo, Adediran A.

A Study of the Nature of Incidental Physical Science Knowledge Possessed by Elementary School Children in Western State of Nigeria.

Pub Date 75

Note—289p.; Ph.D. Dissertation, New York University

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage
Descriptors—Cognitive Development, Conservation (Concept), Correlation, Doctoral Theses, *Educational Research, Elementary Education, *Elementary School Science, *Knowledge Level, *Physical Sciences, Science Education
Identifiers—*Nigeria, Piaget (Jean), Research Reports

This study was designed to examine the amount of incidental physical science knowledge possessed by fourth-, fifth-, and sixth-grade students in elementary schools in Western State of Nigeria, and to determine what relationship exists between the amount of such knowledge and the pupils' performance on science-related Piagetian tasks. The pupils were tested with the Physical Science Knowledge Test and numerous Piagetian tasks. The responses of the pupils were then subjected to an item-by-item analysis and to the t-test, analysis of variance, and correlational analysis. Some of the results of this study were: there was a significant difference between the amount of incidental science knowledge possessed by urban school children and that possessed by their non-urban counterparts; the performances on the Piagetian tasks were age-dependent, with the older children performing better than the younger children; and a significant positive correlation was found between the amount of incidental science knowledge possessed by school children of each grade of study and their performance on the Piagetian tasks. (Author/MLH)

ED 119 997 SE 020 411

Heddens, James W.

Mathematics Education Specialization Program - Mathematics Clinicians.

Kent State Univ., Ohio. Coll. of Education.

Pub Date 75

Note—9p.; American Association of Colleges for Teacher Education 1976 Distinguished Achievement Awards Application; Appendices not included due to marginal legibility

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Clinical Experience, Curriculum Development, Educational Diagnosis, *Effective Teaching, Elementary School Teachers, Higher Education, Instruction, *Mathematics Education, *Mathematics Teachers, Specialists, *Teacher Education, Teacher Education Curriculum

The program for preparing mathematics teachers which is described in this booklet has as its major objective the development of mathematics clinicians, that is, teachers skilled in educational diagnosis and remediation. The program incorporates classroom experiences, laboratory experiences, practicums, and a seminar. The courses required include a core program covering learning theory, human growth and development, research techniques, and educational foundations. Twenty-four quarter hours of mathematics are required. The program has been partially implemented in summer workshops at Kent State University, and evaluated in that context. A resolution of the Ohio Council of Teachers of Mathematics recommending the certification of mathematics specialists in Ohio is included in this document. (SD)

ED 119 998 SE 020 412

An Act to Declare a National Policy of Coordinating the Increasing Use of the Metric System in the United States, and to Establish a United States Metric Board to Coordinate the Voluntary Conversion to the Metric System. Public Law 94-168, Ninety-Fourth Congress, H. R. 8674, December 23, 1975.

Congress of the U.S., Washington, D.C. House.

Pub Date 23 Dec 75

Note—7p.; Not available in hard copy due to small print

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum, Elementary Secondary Education, *Federal Legislation, *Mathematics Education, *Measurement, *Metric System, *Public Education, Vocabulary

Identifiers—Congressional Record, *Metric Conversion Act 1975

The Metric Conversion Act of 1975 was passed on December 23, 1975; the act is printed in full in this document, which is excerpted from the Congressional Record. The act provides for the establishment of a 17-member Metric Board, and charges the board with responsibility for devising and executing a program of planning, coordination, and public education. Specifically, the board is to consult with representatives of industries, agencies, and interest groups which are concerned with metrication; plan, facilitate, and publicize conversion programs; and consult with international organizations concerning recognition of United States metric standards. In the area of education the board is obliged to conduct public information programs, and consult with governmental agencies concerned with education to insure that the metric system is included in the curriculum. The board is also charged with conducting periodic research concerning the effectiveness of conversion. (SD)

ED 119 999 SE 020 420

Uram, Earl M.

The Case for Including Eulerian Kinematics in Undergraduate Dynamics.

Pub Date Jun 75

Note—8p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*College Science, Conference Reports, *Engineering Education, Higher Education, Instruction, *Mathematical Models, Science Education

Identifiers—*Eulerian Kinematics

A Eulerian framework is proposed as an alternative to the Lagrangian framework usually used

in undergraduate dynamics courses. An attempt to introduce Eulerian kinematics into a dynamics course is discussed. (LMH)

ED 120 000 SE 020 431

Maloney, J. O.
Broader Training for Foreign Chemical Engineering Students.

Pub Date 18 Jun 75

Note—8p.; Paper presented at the annual conference of the American Society for Engineering Education (Colorado State University, Ft. Collins, June 16-19, 1975); Marginal legibility and small print throughout entire document

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Conference Reports, *Course Descriptions, *Developing Nations, Engineering, *Engineering Education, *Foreign Students, Higher Education, Industrialization, Industrial Technology, *Instruction

Methods are discussed for providing foreign-born engineering students with a wider grasp of industrial development operations than that provided to American students. A course providing such instruction is described, along with materials used, several typical student reports, and observations about the course. (LMH)

ED 120 001 95 SE 020 462

Higgins, Jon L., Ed.

Research Reporting Sections, Annual Meeting of National Council of Teachers of Mathematics (54th, Atlanta, Georgia, April 21-24, 1976).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—117p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Algorithms, Attitudes, Evaluation, *Instruction, *Learning, Logic, Mathematical Concepts, *Mathematics Education, Problem Solving, *Research, *Teacher Education, Teaching Methods

Identifiers—*National Council of Teachers of Mathematics, NCTM, Research Reports

Abstracts of 28 research reports are provided. The reports were prepared by investigators for presentation at the 54th annual meeting of the National Council of Teachers of Mathematics. A broad range of topics related to mathematics education are covered. Three reports concern the effects of differing presentations of mathematics, four are related to attitudes of teachers or students, and three to interactions of personality variables with mathematics learning. Three papers concern problem solving, three deal with logic, and two concern the division algorithm. Other papers concern readability of achievement tests, learning of fractions, measurement, cultural differences in mathematics learning, uses of computer graphics, comparison of calculus courses in high school and college, effectiveness of a remediation program, the use of homework, and field testing of a teacher education program. (SD)

ED 120 002 SE 020 463

Shelanski, Vivien, Ed.

Program on Public Conceptions of Science, Newsletter 14.

Harvard Univ., Cambridge, Mass. Program on Public Conceptions of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 76

Note—95p.

Available from—Program on Public Conceptions of Science, Harvard University, 358 Jefferson Physical Laboratory, Cambridge, Massachusetts 02138 (free)

Document Not Available from EDRS

Descriptors—*Bibliographies, *Laws, Moral Values, Newsletters, *Public Opinion, Science Education, Sciences, *Scientific Enterprise, *Social Attitudes

Identifiers—National Science Foundation, NSF

Three special features related to increasing attention given to the relationships between scientific and social, political, moral and legal issues are presented. One article is presented which questions whether the traditional scientific norms provided adequate guidance for scientists in their interaction with public officials, the news media, and their employers. Another article examines the effects of contemporary pressures on the boundaries and internal structure of the scientific enterprise. Key works in the burgeoning literature on law and science are contained in an extensive bibliography. News items and additional general bibliographical information are included. (EB)

ED 120 003 SE 020 464

National Sample of Scientists and Engineers: Median Annual Salaries, 1974. Science Resources Studies Highlights, December 22, 1975.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-332

Pub Date 22 Dec 75

Note—6p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Engineers, Manpower Utilization, *National Surveys, Newsletters, Research, *Salaries, Science Education, *Scientific Manpower, *Scientists, Surveys

Identifiers—National Science Foundation, NSF

Reported in this newsletter in narrative and tabular form is the result of a 1972 Professional Technical and Scientific Manpower Survey and a 1974 National Survey of Scientists and Engineers, which also contains information for 1973. The two surveys contributed information for a longitudinal file for which demographic, educational, and employment data will be updated biennially. From the data collected, it was evident that the 300,000 individuals identified as scientists and engineers in 1970 have characteristics similar to those of 1,400,000 for whom detailed characteristics information was generated. The results of the analysis of the 1,400,000 scientists and engineers are presented in this paper. Data shown do not include scientists and engineers who have entered these fields since 1970. Three extensive tables present data relating the median annual salaries of the 1970 science and engineering labor force by field and type of employer in 1974; by field and work activity, 1974; and by field, sex, and highest degree held, 1974. (EB)

ED 120 004 SE 020 466

Reynolds, Orr E., Ed.

The Physiology Teacher, Vol. 5 No. 1.

American Physiological Society, Bethesda, Md.

Pub Date Jan 76

Note—15p.

Available from—American Physiological Society, 9650 Rockville Pike, Bethesda, Maryland 20014 (Published Quarterly, Annual Subscription \$3.00)

Document Not Available from EDRS

Descriptors—Biology, Higher Education, Instructional Materials, Instructional Media, Medical Education, Newsletters, *Physiology, Science Education, *Science Materials

Outlined in this publication is a basic laboratory exercise which characterizes tubular secretion, using an isolated renal tubule preparation from teleost fish. Background information is given showing how these tubules of teleost fish, particularly marine teleosts, correspond to the proximal tubule of mammalian kidney. Materials needed, including a number of species suitable for the exercise, equipment, and medium are described. A second item of interest is a description of a system developed for the purpose of organizing instruction and evaluation of student performance in an integrated multidisciplinary educational program for medical students. Instructional objectives, with related questions, are given. Two articles on methods for anesthetization of lower animals (snakes and insects) are included and references cited. Other items of interest include book reviews, letters to the editor, and an extensive review of audiovisual materials. (EB)

ED 120 005 SE 020 467

Clark, George M., Ed.

Biological Sciences Curriculum Study Newsletter Number 62, Seventy-Six in '76: The BSCS Collegiate Minicourse Program.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Feb 76

Note—28p.

Available from—Biological Sciences Curriculum Study, P.O. Box 930, Boulder, Colorado 80302 (free)

Document Not Available from EDRS

Descriptors—*Autoinstructional Programs, *Biology, *College Science, Handicapped, Higher Education, Instructional Materials, Newsletters, *Science Course Improvement Project, Science Education, Self Help Programs

Identifiers—*Biological Sciences Curriculum Study, BSCS

This newsletter presents some insight into the program "Seventy-Six in '76," the Biological Sciences Curriculum Study (BSCS) collegiate minicourse program. This program is one utilizing an audiotutorial, self-paced approach. Information relating to the program's conception, its development, and the product itself is presented. The instructional materials for each of 12 minicourses contain a consumable Study Guide for each student, an Instructor's Manual, an audiotape, and other items (35 mm slides, 8 mm filmstrips, special photographs, models, etc.) not readily available through scientific supply houses. Each of these items is described in the article. Names, and other bibliographic data, are provided for those people who served on the staff, the advisory committee, the recommendation panel, and the review panel. A sample study guide is presented. Other items included in the newsletter are a list of BSCS College of Directors, information indicating that "Research Problems in Biology" is again available in an updated edition by Oxford University Press, and a brief note about the first meeting of the newly constituted BSCS Science for the Handicapped Advisory Committee. (EB)

ED 120 006 SE 020 468

Oversight Hearings on National Science Foundation Science Education Programs; Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date Jan 75

Note—223p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—*Elementary Secondary Education, *Federal Programs, *Government Role, Higher Education, Research, *Science Education, Science Programs, Sciences, Technology

Identifiers—Congressional Hearings, *National Science Foundation, NSF

Presented in this report are statements of science teachers, directors of education, deans of colleges, and professors of science education. A biographical sketch of each participant is presented as well as the entire statement of each. Those addressing the Subcommittee on Science, Research and Technology include: Dr. Anna J. Harrison, Professor of Chemistry, Mount Holyoke College, South Hadley, Massachusetts; Dr. Lowell J. Paige, Assistant Director for Education, National Science Foundation; Dr. Lewis Salter, Dean and Vice President, Knox College, Galesburg, Illinois; Dr. Robert A. Alberty, Dean, School of Sciences, Massachusetts Institute of Technology; Dr. W. T. Lippincott, Professor of Chemistry, University of Arizona; and Dr. Leslie W. Trowbridge, Professor of Science Education, University of Northern Colorado. Also included are a report of the future of the National Science Foundation Science Education programs and the Minority Institutions Science Improvement Program. A document, "Guide to Programs, Fiscal Year 1975," is presented in detail. (EB)

ED 120 007 SE 020 471

Doughty, Frances, Ed.

Appraisal, Children's Science Books, Vol. 9, No. 1.

Children's Science Book Review Committee, Cambridge, Mass.

Pub Date 76

Note—44p.

Available from—Shirley Roe, Appraisal, Longfellow Hall, 13 Appian Way, Cambridge, Mas-

sachusetts 02138 (Subscription, \$4.00/year; \$1.50 ea.)

Document Not Available from EDRS

Descriptors—Booklists, *Book Reviews, *Childrens Books, Elementary Education, *Elementary School Science, Instructional Materials, Library Material Selection, Science Education, *Science Materials

Sixty-six children's science books are rated and reviewed by children's librarians and science specialists. Price and age level information are given for each book. (MLH)

ED 120 008

SE 020 476

Drew, David E. Karpf, Ronald S.

Evaluating Science Departments: A New Index.

Report No.—P-5521

Pub Date Oct 75

Note—39p.; Occasional small type used in table material

Available from—The Rand Corporation, Santa Monica, California 90406 (Order No. P-5521, \$3.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—College Science, *Correlation, Educational Assessment, *Educational Quality, Educational Research, *Higher Education, Periodicals, *Rating Scales, *Science Departments, Science Education

Identifiers—ACE, American Council on Education, Research Reports

A new, objective measure of departmental performance—rate of publication in key journals—is described and shown to be highly correlated with the American Council on Education (ACE) ratings of quality. Updated rankings of mathematics, physics, and chemistry departments based on this index are presented. The analyses indicate that the ACE rankings favored larger departments, a finding consistent with previous research. In the future, the use of multiple objective indices, including this productivity measure, would insure a more complete profile of the nation's science departments. (Author)

ED 120 009

SE 020 480

Additional Selected Papers from the Annual Conference of the National Association for Environmental Education (4th, New Orleans, Louisiana, April 1975).

National Association for Environmental Education, Miami, Fla.

Pub Date Apr 75

Note—64p.; For a related document, see SE 020 368

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Conference Reports, Energy, *Environment, *Environmental Education, Instructional Materials, Models, *Program Descriptions, Program Development, Publications

Identifiers—Louisiana (New Orleans), NAE, National Association for Environmental Education

These reports are designed to provide environmental educators with the current issues in the field. Topics discussed in these papers include general environmental concerns such as environmental controls, energy policies, environmental crises and public relations, and effects of offshore drilling on the marine environment. Illustrations for the development of effluent monitoring equipment and laboratories, as well as the design for a two-year technical training program, are included in one of the papers. General environmental education is the concern of the remaining papers. (MA)

ED 120 010

SE 020 481

Horwitz, Stephen

Effects of Amount of Immediate and of Delayed Practice on Retention of Mathematical Rules.

Pub Date Apr 75

Note—35p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Occasional marginal illegibility due to broken type; Best Copy Available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Instruction, Learning, *Learning Theories, Mathematical Applications, Mathematics Education, Memory, Programmed Instruction, *Research, *Retention Studies, Secondary Education, *Secondary School Mathematics, *Time Factors (Learning)

Identifiers—Research Reports

This study was conducted in order to compare the effects of immediate practice and delayed

practice on retention of learned rules. Seventh-grade students (N=103) were instructed on three rules of operation with exponents by programmed text. These subjects were randomly assigned to five treatment groups: (1) no practice, (2) one practice trial on the first day, (3) five practice trials on the first day, (4) one practice trial on the fifth day, and (5) five practice trials on the fifth day. On the twenty-first day of the study, all subjects were given a retention test. Findings indicated that delayed practice was significantly more effective than immediate practice as a means of providing for retention. Five delayed trials were not more effective than one delayed trial, nor was immediate practice more effective than no practice. (SD)

ED 120 011

SE 020 482

Martin, Rogers William

An Analysis of Selected Characteristics of the Secondary Mathematics Teachers and Mathematics Curricula in Caddo Parish, Louisiana.

Pub Date Jul 75

Note—214p.; Ed.D. Dissertation, Walden University; Marginal legibility in appendices

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—*Curriculum, Doctoral Theses, Educational Needs, Mathematics Education, *Mathematics Teachers, *Research, Secondary Education, *Secondary School Mathematics, Surveys, *Teacher Education

The purposes of this study were to determine the mathematical training of a representative sample of the secondary mathematics teachers in Caddo Parish, Louisiana, and to determine if the present offerings in the high school mathematics programs in the parish were those recommended by the authorities in the field of secondary mathematics education. Questionnaires were sent to all mathematics teachers in the junior and senior high schools in Caddo Parish. A comparison of the standards established by national mathematics organizations for training of secondary mathematics teachers with the training received by the Caddo Parish secondary mathematics teachers was made. Eight sets of recommendations were identified and used in the study. Comparisons revealed deficiencies in the training of some teachers. (SD)

ED 120 012

SE 020 483

Capie, William, Ed. Fox, Fred W., Ed.

Reflections on Science Education. 1976 AETS Yearbook.

Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—183p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$4.25)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Elementary School Science, *Elementary Secondary Education, Inservice Teacher Education, *Science Education, Secondary School Science, *Self Actualization, *Teacher Education, Yearbooks

Identifiers—AETS, Association for Education of Teachers in Science, *Piaget (Jean)

This publication, the third in a yearly series, follows the intent of previous editions in which rapid changes in the field of science teacher education were assessed. Accordingly, 14 contributed articles appearing in this volume are grouped under the following headings: (1) The Mission of Science Education, (2) The People of Science Teaching, and (3) Teacher Training. The mission of science section is devoted to a study of science education on the elementary and secondary school levels. Piagetian theory, its application to the teaching of science, and the importance of self-actualization for both students and teachers, comprise the second main division of the publication. Six articles propose ideas concerning teacher preparatory and inservice education in the section devoted to developments in teacher training. (CP)

ED 120 013

95

SE 020 484

Suydam, Marilyn N. Weaver, J. Fred

Using Research: A Key to Elementary School Mathematics. Revision.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—137p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$3.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Attitudes, Basic Skills, Bibliographies, Elementary Education, *Elementary School Mathematics, *Instruction, Instructional Materials, *Mathematics Education, *Number Concepts, Problem Solving, Research, *Research Utilization

This booklet consists of 11 bulletins designed to answer questions which teachers frequently ask about the learning and teaching of mathematics. (The bulletins are revisions of a set originally published in 1970.) Each bulletin is organized around a central topic, and presents questions related to that topic, summaries of research findings relevant to each question, and a selected bibliography. The titles of the bulletins are: (1) Attitudes and Interests, (2) Organizing for Instruction, (3) Promoting Effective Instruction, (4) Differentiating Instruction, (5) Instructional Materials and Media, (6) Addition and Subtraction with Whole Numbers, (7) Multiplication and Division with Whole Numbers, (8) Rational Numbers: Fractions and Decimals, (9) Geometry and Other Mathematical Topics, (10) Verbal Problem Solving, and (11) Planning for Research in Schools. The volume is indexed by the questions answered in the bulletins, for easy reference. (SD)

ED 120 014

SE 020 495

Tanner, R. Thomas

Ecology, Environment, and Education.

Pub Date 74

Note—106p.

Available from—Professional Educators Publications, Inc., P. O. Box 80728, Lincoln, Nebraska 68501 (ISBN 0-88224-073-0, \$1.75)

Document Not Available from EDRS

Descriptors—Conservation Education, *Ecology, Elementary Secondary Education, *Environment, *Environmental Education, Instructional Materials, Outdoor Education, Philosophy, Program Descriptions, Science Education

Reviewed are the philosophy and status of environmental education and some examples of environmental education programs and materials. The introduction poses problems facing mankind and discusses the role of the environmental educator in their solution. Two chapters are devoted to discussion of issues in environmental education. Among the issues discussed are: "The Place of Environmental Education in the School Curriculum," "The Scope and Definition of Environmental Education," "Urban Environmental Education," "Cognitive versus Affective Domains in Environmental Education," and "Environmental Education versus Conservation Education." A chapter is devoted to descriptions of functioning environmental education programs and suggested instructional materials which are reviewed and critiqued. The final chapter discusses professional development in environmental education. Among the topics considered in this chapter are: "A Teacher Workshop in Environmental Education," "Jobs in Environmental Education," "Research in Environmental Education," and "Professional Reading." A conclusion and summary are devoted to the author's observations on the status of environmental education. Footnotes and a bibliography are included. (RE)

ED 120 015

SE 020 497

Balaban, Richard C. St. Clair, Alison Igo

The Mystery Tour: Exploring the Designed Environment with Children.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date [75]

Note—50p.; Marginal legibility due to small type and colored pages

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—City Problems, *Elementary Education, Environment, *Environmental Education,

*History, Local History, *Urban Environment, *Urban Renewal
Identifiers—National Endowment for the Arts

The Mystery Tour is a multi-sensory approach to the man-made environment. It is designed to acquaint children with historical significance of buildings and architecture and thus prepare them to participate in decisions concerning historical preservation. Developed through a grant from the national Endowment for the Arts, the Mystery Tour guides children through areas of the built environment. Participants in the Mystery Tour utilize various senses to study buildings and gain empathy for the history of man-made structures. The Mystery Tour booklet outlines the theory and technique of the Mystery Tour. Part I presents the goals and objectives. Part II is a collection of activities and ideas for organizing and conducting the exercise. Part III is a summary account of the program as it functions at Echo Hill Outdoor School (Maryland). A short list of books for further reading concludes the booklet. (RE)

ED 120 016 SE 020 498

Index to Ecology (Multimedia). Second Edition.
 University of Southern California, Los Angeles.
 National Information Center for Educational Media.

Pub Date 73

Note—311p.; For the First Edition, see ED 067 846

Available from—National Information Center for Educational Media, University of Southern California, University Park, Los Angeles, California 90007

Document Not Available from EDRS

Descriptors—*Audiovisual Aids, Biological Sciences, Catalogs, *Conservation Education, *Ecology, Educational Resources, Environment, *Environmental Education, Instructional Media, Multimedia Instruction, Natural Resources, Pollution, Science Education

This expanded catalog lists over 8,000 films, filmstrips, videotapes, transparencies, audiotapes, and records dealing with environmental and ecological topics. Subjects include: amphibians, botany, birth control, city planning, evolution, food chains, farming, oceanography, and sea life. Titles are listed alphabetically. Though entries are not critiqued, nearly all entries provide a brief summary of topic, audience level (kindergarten through professional), production date, medium, producer and distributor. Titles are also referenced by subject and by producer/distributor. (RE)

ED 120 017 SE 020 513

Physics Achievement Test.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Pub Date 66

Note—15p.; Answer sheet included, may reproduce marginally

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Achievement Tests, Evaluation, In-service Education, *Measurement Instruments, *Physics, Science Course Improvement Project, Science Education, *Secondary School Science, *Tests

Identifiers—*Harvard Project Physics, Physics Achievement Test

This document is an evaluation instrument developed as a part of Harvard Project Physics (HPP). It consists of a 36-item, multiple choice (five options) Physics Achievement Test (PAT) designed to measure general knowledge of physics as well as the material emphasized in HPP. (PEB)

ED 120 018 SE 020 520

Lawson, Anton E. And Others

How's Your I.Q. (Inquiry Quotient)?

Pub Date Sep 74

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Evaluation, *Inquiry Training, Instruction, *Instrumentation, *Questioning Techniques, Questionnaires, *Science Education, Teacher Behavior, Teaching Methods, Teaching Techniques

The purpose of this paper is to provide a set of criteria within a format that teachers, student teachers, and supervisors can use to better understand what inquiry is and how to evaluate the extent to which it is being incorporated into classroom activities. The evaluative criteria are organized into an instrument and are divided into

the following categories: the lesson, student behavior, teacher behavior, and questioning techniques. Twenty-five criteria are included in the instrument. Properly used, the instrument should assist the user in determining where he is now and how, with continued application of the criteria, he can become a more inquiry-oriented individual. The instrument can be used to evaluate one lesson or a series of lessons. (MLH)

ED 120 019

SE 020 530

Brown, Sally

Attitudes to Science.

Stirling Univ. (Scotland).

Pub Date 71

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Attitudes, *Attitude Tests, *Educational Research, Evaluation, *Instrumentation, Questionnaires, Science Education, *Scientific Attitudes, *Secondary Education, Secondary School Science, Tests

Identifiers—Research Reports

This Likert-type attitude questionnaire was developed to evaluate the attitudes of secondary school students toward science. The questionnaire contains 5 subscales each comprising 12 item (6 positive, 6 negative). The subscales relate to the following 5 attitude objectives: interrelationship between sciences, relationship of science to other subjects, social and economic implications, interest, and objectivity. The instrument is accompanied by a paper describing the way in which the attitude measures were chosen and a pilot study of the instrument, including results from various statistical analyses of the pilot study. Among the statistical results presented are the Pearson product-moment correlation coefficients for the test-retest reliabilities for each subscale and the full scale, and a "t" test for correlated means carried out on the mean scores for each group of students on the test and retest. (MLH)

ED 120 020

SE 020 596

Kaffine, Lawrence Paulsen, Russell

Evaluation of Secondary Mathematics Curricula in District 15 as They Relate to the Math Background Requirements of Post-Secondary VTAE Students. Final Report.

North Central Technical Inst., Wausau, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—15-034-151-221

Pub Date Aug 71

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Curriculum, *Curriculum Evaluation, Educational Needs, Evaluation, Graduation Requirements, Mathematics Education, Modern Mathematics, *Research, Secondary Education, *Secondary School Mathematics, Technical Education, *Vocational Education

Identifiers—Research Reports

The purpose of this study was to evaluate the appropriateness and effectiveness of current high school mathematics curricula for students in technical and vocational education programs. Students in 21 Wisconsin high schools were surveyed; administrators and chairmen of mathematics departments in these schools were also interviewed. Results indicated that most schools require one course in mathematics for graduation, although schools are reevaluating the requirement. The majority of schools were interested in developing programs in vocational and technical mathematics. Some schools claimed to serve vocational students by courses in the college preparatory or general mathematics sequences. Tables showing numbers and percentages of students pursuing different high school programs and taking different mathematics courses are provided. Eight recommendations for the development of a program in mathematics for vocational and technical students are offered. (SD)

ED 120 021

SE 020 597

Helgeson, Stanley L., Ed.

National Association for Research in Science Teaching 49th Annual Meeting, Abstracts of Presented Papers.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—173p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$3.00)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Abstracts, *Conference Reports, Conferences, *Educational Research, Reference Materials, *Science Education, Speeches

Identifiers—NARST, *National Association Research Science Teaching

This publication provides abstracts of papers presented at the 49th annual meeting of the National Association for Research in Science Teaching (NARST) held in San Francisco, April 23-25, 1976. The entries represent a wide range of topics in the field of science education. The themes recurring most often are related to the fields of: (1) competency-based education, (2) concept development, (3) learning theory, and (4) teacher education. Abstracts include presentations at symposia, concurrent and training sessions, and contributed papers. (CP)

ED 120 022

SE 020 598

Osborne, Alan R., Ed.

Investigations in Mathematics Education, Vol. 8 No. 1.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 75

Note—71p.

Available from—The Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00, \$1.75 single copy)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Abstracts, *Cognitive Development, Effective Teaching, Instruction, *Learning, Logic, *Mathematics Education, Measurement, Problem Solving, Research, *Research Reviews (Publications), Testing

Identifiers—Proof (Mathematics)

Sixteen research reports related to mathematics education are abstracted and analyzed. The reports abstracted were selected from five educational journals, four psychological journals, a mathematics journal, and a book of readings. Eight of the articles are related to logical thinking, inference, proof, and problem solving. Three reports deal with measurement or conservation by students at various stages of cognitive development, while one deals with performance of young children on embedded figures tests. Two articles concern mathematics testing, one deals with learning hierarchies, and one concerns teacher effectiveness. Research related to mathematics education which was reported in RIE and CIJE between October and December 1974 is listed. (SD)

ED 120 023

SE 020 607

Council of Europe News-Letter 4/75.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Comparative Education, *Educational Change, Elementary Secondary Education, Government Role, *Higher Education, *International Education, *Newsletters

Identifiers—*Council of Europe, Europe

This newsletter presents excerpts from articles appearing in European journals; some articles are printed in French, although the majority appear in English. The first part of the newsletter, devoted to issues of common concern to European nations, includes a proposal for cooperation in educational matters (in French) and discussion of a proposal to establish a European High Education Foundation. In the second part of the newsletter, reports of educational developments in 16 nation members of the Council of Europe are presented. Topics discussed in English include liberalization of selection for upper secondary education in Denmark and the United Kingdom, and changes in higher education examination programs in the Netherlands and Scandinavia. Issues related to faculty training and remuneration in Italy, Sweden, and the United Kingdom are discussed, as are other developments related to colleges in West Germany, Ireland, and Norway. Topics of other articles include educational reform in Finland, curricular implications of sex equality (Sweden), and vocational education in Turkey and the United Kingdom. (SD)

ED 120 024 SE 020 610

Frazer, M. J. Sleet, R. J.
Resource Book on Chemical Education in the United Kingdom.
 Pub Date 75
 Note—153p.

Available from—Sadtler Research Laboratories, Inc., 3316 Spring Garden Street, Philadelphia, Pennsylvania 19104 (Item Number 62204, \$8.00)

Document Not Available from EDRS

Descriptors—Books, *Chemistry, College Science, Curriculum, *Higher Education, Instruction, *Resource Guides, Resource Materials, Science Education, *Secondary Education, Secondary School Science
 Identifiers—*United Kingdom

This book provides information on the many aspects of chemical education at the secondary and tertiary level in the United Kingdom and serves as a guide to the literature and an introduction to the language in the field of chemical education. The first half of the book describes the various bodies and institutions concerned with chemical education, the general organization of education in the United Kingdom, and the new curricula in chemistry at the secondary and tertiary level. Also included are: a brief summary of teaching, learning, and assessment methods in chemical education; a glossary of terms used in education; a guide to the literature of chemical education; and an annotated bibliography. (Author/MLH)

ED 120 025 SE 020 625

Allard, Carol And Others
Math, Summer of '72. Summer Staff Development, Area 1.
 Florida A and M Univ., Tallahassee.
 Pub Date 72
 Note—49p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Curriculum, Elementary Education, *Elementary School Mathematics, Games, Geometric Concepts, *Instruction, *Instructional Materials, Laboratory Procedures, *Learning Activities, Mathematical Applications, Mathematical Enrichment, Number Concepts, *Teacher Developed Materials

This paper presents descriptions of a variety of learning activities suitable for the elementary grades. The activities were developed by teachers, and contributed by them to this volume. Some of the activities are short while others are intended to be carried out over several days. Paper-and-pencil activities, games, and projects involving making things are included. (SD)

ED 120 026 SE 020 626

Junge, Charlotte W. And Others
Mathematics for Young Children. A Summary of Research and Related Literature.
 Florida State Dept. of Education, Tallahassee.
 Early Childhood and Elementary Education Section.

Pub Date 75
 Note—33p.; Prepared for a national leadership conference on mathematics for early childhood

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, Bibliographies, *Cognitive Development, Curriculum, *Early Childhood Education, Elementary Education, *Elementary School Mathematics, Evaluation, Instruction, Learning, Mathematics Education, Primary Education, *Research Reviews (Publications)

This booklet provides an annotated list of 48 research reports related to mathematics teaching and learning of primary school children, and a bibliographic listing of 102 additional papers dealing with these topics. Each bibliography is organized into five major divisions: (1) growth and development of children, (2) development of mathematical thought in children, (3) mathematical content appropriate for young children, (4) strategies of teaching mathematical concepts to young children, and (5) assessment and evaluation of mathematical learning. (SD)

ED 120 027 SE 020 689

Lesh, Richard A., Ed. Bradbard, David A., Ed.
Number and Measurement. Papers from a Research Workshop.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens. Georgia Center for the Study of Learning and Teaching Mathematics.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date [Apr 76]
 Grant—PES-7418491
 Note—238p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$4.00)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Cognitive Development, Elementary School Mathematics, Elementary Secondary Education, Instruction, *Mathematics Education, *Measurement, *Number Concepts, Number Systems, *Research, *Research Reviews (Publications), Secondary School Mathematics

Seven papers presented at a research conference on number and measurement are presented in this volume. The first paper provides an overview of research concerning number and measurement, and suggests directions for future research. The second paper discusses the relationships between measurement and number concepts, and psychological and instructional issues related to transfer. Two papers are devoted to synthesizing and analyzing research on measurement, and the delineation of questions about which research is needed. Two papers concern fractions; the first of these analyzes the foundations of the rational numbers from mathematical, cognitive, and instructional points of view, while the second reviews and synthesizes educational research related to fractions. The final paper concerns children's development of cardinal and ordinal number concepts. (SD)

SO

ED 120 028 SO 008 503

Scott, Allen J.
An Introduction to Spatial Allocation Analysis. Resource Paper No. 9.

Association of American Geographers, Washington, D.C. Commission on College Geography.
 Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71
 Note—45p.
 Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Delivery Systems, *Economic Development, Economics, *Geographic Concepts, Geographic Regions, *Geography, Geography Instruction, Higher Education, *Human Geography, Resource Allocations, *Resource Materials, Transportation

This resource paper on spatial allocation analysis is part of a series designed to supplement undergraduate geography courses. Spatial allocation analysis is the study of the distribution of economic flows and transactions over geographical space. This account represents a general introduction to the process and its application in geographical inquiry. It proceeds by examining a series of models of spatial allocation systems, where the term "model" signifies an idealized representation. Under examination is a transportation problem model that includes (1) a set of geographically distinct points or regions which produce some commodity, (2) a set of geographically distinct points or regions which consume the same commodity, and (3) a given unit cost for transportation of the commodity from any producer to any consumer. In examining the flow of commodities, constraints are observed so that no supplier's total productive capacity is exceeded and all consumers' demands are met. Attention is focused first on the purely computational properties of the simple transportation model, then on the theoretical underpinnings of the model, and lastly on a variety of important, formal generalizations from the model. (Author/DE)

ED 120 029 SO 008 526

Gould, Peter R.
Spatial Diffusion. Resource Paper No. 4.
 Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69
 Note—80p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Diffusion, *Geographic Concepts, Geographic Location, *Geography, Geography Instruction, Higher Education, Human Geography, *Resource Materials, *Space

This resource paper on geographical spatial diffusion is part of a series designed to supplement undergraduate geography courses. Focusing on the unfolding of man's patterns over geographic space and through time, the paper provides the basic theoretical background of this new, rapidly growing area of geography. Following a short introductory section, chapter two outlines the various carriers and barriers to both physical and cultural diffusion. Carrier processes may take the form of expansion, relocation, hierarchical filtering, or contagious diffusion as with diseases. Barriers to diffusion may be physical or cultural, such as differences in languages or levels of technology. Since spatial diffusion takes place on many different scales, chapter three focuses on the various models of individual or micro-level diffusion, urban diffusion, regional diffusion, and macro-level (or national and international) diffusion. Chapter four discusses the frontiers of diffusion research. Also included is a list of further readings and illustrative references. (Author/DE)

ED 120 030 SO 008 728

Fraser, Lowrie A.
Effect of "Man: A Course of Study" on Urban Students' Self Concept as Learners.

Pub Date Nov 75
 Note—16p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum Evaluation, Elementary Education, Instructional Innovation, Learning, Learning Characteristics, *Learning Motivation, Learning Readiness, Negro Achievement, Problem Solving, Program Effectiveness, Racial Differences, *Self Concept, Self Concept Tests, Social Science Research, *Social Studies, Task Performance

Identifiers—MACOS, *Man A Course of Study

The purpose of this study was to measure the self-concept of students enrolled in "Man: A Course of Study" and compare those results with students enrolled in other social studies classrooms. Seven-hundred and twenty-one MACOS students and 736 non-MACOS students in Atlanta public elementary schools participated in the survey. The students were measured for total self-concept as a learner, motivation, task orientation, concept of themselves as problem solvers, and how they saw themselves in relation to other students in the class. The results indicate that only the dependent-variable motivation showed a significant, positive increase with the experimental group. However, when tested alone, MACOS materials significantly affected black students. Particularly, black males indicated that they were more motivated by the MACOS curriculum. Black students in the sixth grade perceived themselves as significantly better problem solvers and black males saw themselves as stronger members of a class. (Author/DE)

ED 120 031 SO 008 757

Strange, John H.
Teaching and Evaluating Competence for Public and Community Service.

Pub Date Sep 75
 Note—24p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Credits, Degree Requirements, *Educational Objectives, Higher Education, Intellectual Development, Interpersonal Competence, Personal Values, Political Science, *Professional Education, *Public Affairs Education, *Skill Development, Social Sciences

The competency-based curriculum developed by the College of Public and Community Service (CPCS) at the University of Massachusetts at

Boston is discussed in this paper. The primary purpose of the college is to develop a curriculum preparing students to secure professional jobs in public and community service (as opposed to going to graduate school) and to develop a curriculum based on skill competencies rather than content knowledge. The specific objectives are: provide the widest possible set of educational opportunities to the largest possible clientele; award degrees only when they signify the acquisition of a specified set of skills and/or content knowledge; certify the acquisition of skills and knowledge without regard to the method or length of time needed to acquire them; emphasize the acquisition of intellectual skills instead of content knowledge; insure that a student has values that he can evaluate and apply; and develop personal and interpersonal relations skills in students. Reflecting these objectives, the CPCS curriculum is divided into three major parts—career certificates, general education certificates, and essential skills—in which students must meet requirements. Examples of some certificates are included. (ND)

ED 120 032 95 SO 008 818

Cortes, Carlos E. And Others

Understanding You and Them: Tips for Teaching about Ethnicity.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—69p.

Available from—Publications, Social Science Education Consortium, Incorporated, 855 Broadway, Boulder, Colorado 80302 (SSEC number 187, \$3.95, prepayment or purchase order)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Concept Teaching, Cultural Awareness, *Cultural Pluralism, *Curriculum Development, Curriculum Evaluation, Educational Objectives, Educational Resources, Elementary Secondary Education, *Ethnic Groups, *Ethnic Studies, Instructional Materials, Learning Activities, Social Studies, *Teaching Techniques

Offering practical tips for K-12 teachers and other curriculum planners, this booklet presents a comprehensive view of how ethnicity should be treated in the curriculum, suggests a number of activities for ethnic studies, identifies resources and materials available in ethnic studies, and describes a number of instruments available for evaluating the outcomes of ethnic studies. Focusing on the nature of ethnicity in the curriculum, the first of four chapters defines ethnic studies, describes where ethnic studies education occurs, and identifies the goals of ethnic studies. In addition, "do and don't" guidelines of teaching about ethnicity are provided. The last section in chapter one discusses multiethnic teaching concepts. The major portion of the document, chapter two, offers activities designed to introduce the concept of ethnicity and enrich students' knowledge and understanding of their ethnic origins and the ethnic origins of others. Chapter three provides suggestions about how to identify available ethnic studies materials and select those that best suit the needs of a particular class. Chapter four presents an annotated list of existing instruments for evaluating various aspects of ethnic studies programs. The book is also included in an Ethnic Heritage Studies Kit, along with other books, a filmstrip, and cassette, which is available from the Social Science Education Consortium for \$29.00. (Author/JR)

ED 120 033 95 SO 008 870

Bobbit, Norma Paolucci, Beatrice

Home as a Learning Center. Final Report.

Michigan State Univ., East Lansing. Dept. of Family Ecology.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 15 Oct 75

Contract—300748735

Note—253p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Curriculum Design, Curriculum Development, Educational Innovation, Educational Resources, *Family Environment, *Fami-

ly Life, Family Programs, Family Role, *Home Instruction, *Home Programs, *Home Study, Learning Experience, Research Projects, Teacher Education

This is the final report of a project initiated in August 1974, designed to determine the feasibility of the home as a learning center. The report is written for the practitioner, the family-living and occupation teacher, teacher educators, and non-formal community educators. Five major sections comprise the final report. The first section presents the conceptual framework for the research study. The paper stresses a need for reemphasizing the educative role of the family and assisting it in making the home an effective learning center. The concept of the home as a learning center, as developed in the paper, examines individual learning pursuits and lifelong education in the home setting, learning throughout the family life cycle, and resources used in home learning. The second part of the document presents the data results of a survey of blue-collar families in three stages of the life cycle to determine the feasibility of the home as a learning center. The third section provides a curriculum design for family-life and occupational education. The last two sections present statements of recommendations and next steps for family-life and occupation educators for developing the home as a learning center; and a summary article, Home as a Learning Center. Appendices conclude the document. (Author/JR)

ED 120 034 SO 008 887

Castberg, Frede

The European Convention on Human Rights. Revised.

Pub Date 74

Note—198p.

Available from—Oceana Publications Inc., Dobbs Ferry, New York 10522 (\$16.50)

Document Not Available from EDRS

Descriptors—Case Records, Case Studies, *Civil Liberties, *Court Cases, Court Litigation, *International Law, *International Organizations, *Justice, Law Instruction

This book outlines the contents of the Convention for the Protection of Human Rights and Fundamental Freedoms and its Protocols 1 and 4. The major goal of the Convention, which constitutes an innovation in international law, is to guarantee the protection of "human rights" by allowing both member states and individuals to institute proceedings against a member state, alleging a violation of human rights. The Convention and Protocol 1 have formed the basis of extensive case law in Strasbourg, Austria. The author has attempted to explain these provisions, primarily by using the material now contained in the comprehensive collections of decisions of the European Commission of Human Rights, as well as its reports, and in the judgments of the court. Of the more than 6,000 cases that have been submitted to the Commission since its institution in May 1954, the author has included only such cases that appear to be of interest from the point of view of legal or political principles or which may otherwise have contributed to the clarification of some question of interpretation. Not included in this book is an account of the ideology of human rights from either an historical or a philosophical viewpoint. (Author/RM)

ED 120 035 SO 008 902

Myers, Robert Reese

The Effects of Mastery and Aptitude on Achievement and Attitude in an Introductory College Geography Course.

Pub Date 75

Note—195p.; EdD Dissertation, University of Georgia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6436, microfilm \$10.00, xerography \$20.00)

Document Not Available from EDRS

Descriptors—*Academic Achievement, Doctoral Theses, *Educational Research, Effective Teaching, *Geography Instruction, Higher Education, *Individualized Instruction, Lecture, Literature Reviews, Pacing, Social Science Research, Student Attitudes, *Teaching Methods

Identifiers—*Mastery Learning

This doctoral thesis analyzes the effect of mastery and nonmastery teaching procedures upon student achievement and attitudes in an introduc-

tory college-geography course. Mastery learning is the teaching strategy where each segment of materials must be mastered before instruction can begin on the next segment. A classroom lecture-discussion method was used to teach randomly selected students in a control class and a mastery-oriented class. Students in the mastery group were given the opportunity to attend tutorial sessions to be retaught the material that had not been answered correctly on formative tests. Findings indicate that there were no statistically significant differences between the control class and the mastery students in either achievement or attitude. However, the author believes that the tutorial sessions were more useful for low aptitude students. (Author/DE)

ED 120 036 SO 008 903

Fagan, James Stephen

Mastery Learning: The Relationship of Mastery Procedures and Aptitude to the Achievement and Retention of Transportation-Environmental Concepts by Seventh Grade Students.

Pub Date 75

Note—204p.; Ed.D. Dissertation, University of Georgia; For related document, see SO 008 902

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-6402, microfilm \$10.00, xerography \$20.00)

Document Not Available from EDRS

Descriptors—*Academic Achievement, Academic Aptitude, Doctoral Theses, *Educational Research, Effective Teaching, *Geography Instruction, Grade 7, *Individualized Instruction, Pacing, Secondary Education, Social Science Research, *Teaching Methods

Identifiers—*Mastery Learning

The purpose of this study was to compare the effects of two treatment variables, mastery and aptitude, on two outcome variables, achievement and retention, as measured by researcher-constructed tests. Seventeen classes of seventh-grade geography students were taught an instructor-developed geography unit with either mastery or nonmastery procedures. The mastery procedures contained corrective feedback components which were omitted for the nonmastery classes. The results indicated that there were no significant differences in either achievement or retention between mastery and nonmastery classes. Aptitude, as measured by a vocabulary test, correlated highly with unit achievement and retention regardless of the instruction strategy used. Therefore, verbal capability appears to be the overriding determinant of achievement or retention. Since mastery procedures normally require more time than nonmastery procedures and do not produce higher achievement levels, their use is questionable. (Author/DE)

ED 120 037 SO 008 913

Franklin, Barry M.

Social Perspective and Educational Knowledge: Edward L. Thorndike Reexamined.

Pub Date Oct 75

Note—13p.; Paper presented at the annual meeting of the Southern History of Education Society (Atlanta, Georgia, October 17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavior Theories, *Educational History, Educational Philosophy, Educational Psychology, Educational Sociology, *Educational Theories, Historiography, *Operant Conditioning, Psychological Patterns, *Social Behavior, Social Structure

Identifiers—*Thorndike (Edward L.)

This paper examines the relationship between educational theorist Edward L. Thorndike's psychology and his social viewpoint. Many of the revisionists in educational history have oversimplified Thorndike's thought by not examining his views from this perspective. Thorndike's educational ideas and practices are reflections of certain fundamental constitutive structures that determine the very character of his thought at many different levels of conceptualization. One of the early behaviorists, Thorndike viewed education as the control of the human being through operant conditioning. This same desire for control permeated his social viewpoint in that he felt only experts such as scientists, lawyers, and businessmen should make decisions for the rest of society. As a consequence, these experts deserved a special and privileged place in society. Education, then, prepared the great mass of the popula-

tion for their role as followers. Thus, viewing Thorndike's thought from the theoretical and social perspective, his conceptualizing of human behavior in terms of control led inextricably toward designing social institutions that reflected a control orientation. (Author/DE)

ED 120 038 SO 008 917

Goldberg, Susan
A Study of Mother-Infant Interaction in Zambia:
Personal Dilemmas.

Pub Date [74]

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—African Culture, Area Studies, Child Development, *Cross Cultural Studies, Cultural Pluralism, *Culture Conflict, Developing Nations, Educational Research, Ethics, Infants, Non Western Civilization, *Research Methodology, *Research Problems, Research Utilization, *Social Science Research, Values, Western Civilization

Identifiers—*Zambia

Based on two years of research experience in Zambia, the author examines ethical and political implications of research in foreign countries. The economic and political reality is that richer, Western countries have the resources to do the research while the poorer countries have the information. Cooperative efforts could alleviate this situation, but often are doomed to be "helping" on the one side and "giving" on the other—at best, a benevolent academic imperialism. Furthermore, once research is accumulated, the findings are not readily available to the host country. Western ideology structures the research questions and interpretations of the answers and, therefore, affects the kind of respect afforded to the participants in the research. Most researchers feel that the information gathered by the research will uplift the people or contribute to their progress. However, any attempt to mold a foreign culture on the basis of Western ideology and values is subject to serious moral question. In many cases, the greatest harm may be done by those who think they are doing good. As long as social sciences are dominated by Westerners, only what Western ideologies can unveil will be discovered. (Author/DE)

ED 120 039 SO 008 918

Bearison, David J.

Social-Cognitive Research and Social Science Education: From Theory to Practice.

Pub Date Oct 75

Note—16p.; Paper presented at the Northeastern Educational Research Association (Ellenville, New York, October 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Affective Objectives, Behavioral Sciences, Cognitive Development, Cognitive Processes, Curriculum Evaluation, *Educational Theories, Egocentrism, Elementary Education, Social Attitudes, Social Development, *Socialization, *Social Psychology, Social Sciences, *Social Studies, *Teaching Methods, Values

The relationship between the psychological process of social-cognitive development of elementary children and social science education is reviewed. Social cognition is defined as the ways in which children come to understand the thoughts and feelings of others. For the most part, research findings have shown that a fundamental aspect of social cognition is "perspectivism," the ability to accommodate one's behavior to other points of view. Failure to consider other points of view results in "egocentrism," a form of cognitive solipsism in which individuals behave as if everyone experiences the world as they do. Studies in the psychology of social-cognitive development provide the empirical foundation for teaching the process-oriented, new social studies in the elementary school. Specific techniques of the new social studies education that develop social-cognitive development include inquiry activities, role playing, and values development. However, there is little evaluative research on these new techniques and curricula. Therefore, current theoretical interest in social cognition and practical interest in social science education create a particularly favorable context for the cooperation of psychologists and educators. (Author/DE)

ED 120 040 SO 008 927

Thompson, Mark

The AHA and Faculty Development.

Pub Date Dec 75

Note—9p.; For a related document, see SO 008 928; Paper presented at Annual Meeting of the American Historical Association (Atlanta, Georgia, December 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Faculty, Educational Planning, *Effective Teaching, Guidelines, Higher Education, *History Instruction, *Inservice Programs, *Program Descriptions, Staff Improvement, Teacher Education, *Teacher Improvement

Identifiers—American Historical Association, Faculty Development

The American Historical Association's (AHA) involvement in Faculty Development Programs (FDP) in history instruction is described. The purpose of FDP is to improve teaching as part of a continuing process. AHA guidelines recommend that these programs be initiated and supported by AHA under the following conditions: (1) a regional confederation of schools and colleges should assume joint sponsorship of faculty development programs; (2) each workshop should focus clearly on a specific teaching problem; (3) there must be an identifiable clientele of experts and participants; (4) systematic efforts to disseminate the results of such workshops to the historical profession are to be planned in advance; and (5) representatives of the Committee on Teaching and other appropriate AHA bodies must be involved in the initial planning and in conducting an assessment of the program's effectiveness. Based on the results of the Long Island faculty development program, the AHA has learned that FDPs cannot be imposed from an outside source. Other lessons of importance concern the value of interinstitutional cooperation and of local institutional funding if the project is going to succeed. Building upon the Long Island model, the AHA will develop five or six regional centers for faculty development. Each center will reflect the underlying philosophy of the program and will also mirror the particular interests, strengths, and problems of the region and institutions involved. (Author/DE)

ED 120 041 SO 008 928

Hoffmann, Charles

American Historical Association Faculty Development Program: Planning and Implementation.

Pub Date Dec 75

Note—13p.; For a related document, see SO 008 927; Paper presented at Annual Meeting of the American Historical Association (Atlanta, Georgia, December 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Faculty, Educational Planning, Effective Teaching, Guidelines, Higher Education, *History Instruction, Information Dissemination, *Inservice Programs, *Program Descriptions, *Program Planning, Staff Improvement, Teacher Education, *Teacher Improvement

Identifiers—American Historical Association, Faculty Development

The planning and implementation processes of the Long Island Faculty Development Program are described. Originally sponsored by the American Historical Association's Faculty Development Program to improve history instruction, this project includes faculty representatives from four Long Island universities, colleges, and junior colleges. The program plans to achieve maximum impact by selecting teams of five experienced, innovative teachers from each of the four participating institutions. These teams share experiences and resources with teachers from other institutions, acquire new skills, and then return to their home institutions to work as a nucleus for disseminating new teaching approaches among their colleagues. Three basic strategies used to launch the program include a content focus on historical areas and problems rather than teaching skills per se, a conscious effort to develop the broadest base of support among all levels of personnel and students, and emphasis on the ongoing need to improve teaching. Based on both the successes and mistakes of the program, 17 general and specific lessons that have been learned in the planning and implementation of the program are outlined. (Author/DE)

ED 120 042 SO 008 929

Williams, Jack F.

China in Maps 1890-1960: A Selective and Annotated Cartobibliography. East Asia Series Occasional Paper No. 4.

Michigan State Univ., East Lansing. Asian Studies Center.

Pub Date Oct 74

Note—293p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—*Annotated Bibliographies, *Asian Studies, Educational Research, Geographic Regions, *Government Publications, Higher Education, *Maps, *Physical Geography, Social Science Research, Social Sciences

Identifiers—*China

This study is an extensive bibliography of government-published maps relating to China that have been produced by the United States, Japan, China, Great Britain, Germany, France, and the Union of Soviet Socialist Republics. Several introductory, narrative chapters discuss the development of modern mapping in China and various mapping activities of the six other countries. The major portion of the document is an annotated listing of map selections from the 20th century. Arrangement is by country. Within each country's section, the map entries are listed alphabetically by agencies and then according to scale. Each map listing includes such information as reliefs, boundaries, hydrography, transportation, cities and towns, and vegetation. Size, number of pages, translation, and general coverage are also included in the general annotations where appropriate. Several appendices conclude the document. (Author/JR)

ED 120 043 SO 008 932

Hayden, Rose L.

International Education: Putting Up or Shutting Up.

Pub Date 19 Feb 75

Note—15p.; Paper presented at the Annual Meeting of the International Studies Association (Washington, D.C., February 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Educational Improvement, *Educational Needs, Educational Problems, *Educational Trends, Elementary Secondary Education, Foreign Relations, *Global Approach, Higher Education, *International Education, Speeches, World Affairs

The current status, problems, and future trends of education for global awareness are outlined. Currently, global realities and interdependencies are such that traditional assumptions about international affairs and education are no longer operative. Nor is international education as a discipline conceptually or structurally responding to contemporary challenges. The priorities of international educators are curiously inverted so that attention to state, local, and institutional legitimacy is superseded by a disproportionate emphasis on seeking federal support, disciplinary benediction, and political abstraction. Yet compelling survival, humanitarian, and cultural reasons make the need for stronger international education programs imperative. Internationalist scholars must design new curricular and research models which will yield pertinent new insights and provide a base of relevant expertise which can be utilized by government and professional groups in policy making. They must integrate international programs into every curriculum, produce paraprofessionals who can take an international dimension into the public domain, raise professional standards, become active and aware of political realities at the local level, and reward professional endeavors for improving the discipline. (Author/DE)

ED 120 044 SO 008 940

Cochran, Caroline S. McCrea, Lester C.

Population Education in Baltimore.

Pub Date Nov 75

Note—18p.; For related documents, see SO 008 941 through 945; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Curriculum Development, Demography, Elementary Secondary Education, *Environmental Education, *Global Approach, Life Style, *Population Education, Population Growth, Program Descriptions, Resource Units, *Social Sciences, Social Studies Units, Urban Studies, World Problems

Identifiers—Urban Life Population Education Institute

First in a series of six documents, this report describes the Urban Life-Population Education Institute (ULPEI) program which was designed to demonstrate population realities to Baltimore public schools so that teachers can introduce population studies into the school curriculum. The first part of the paper presents background information on the ULPEI program. Through a

series of workshops with Baltimore public school teachers, the format of population education units was developed. A global approach to the population problem was decided upon along with an understanding of how population problems exist on the personal level. Using this philosophy, a series of units were developed by teachers that can be infused into existing curricula. (See SO 008 941 through 945). Several major conclusions reached by the ULPEI Program are that population education should be introduced into the school system, racism is an essential component of population education and must be discussed and understood, the ULPEI curricular materials can be adapted to other school systems, and teachers can more easily accept population education after they have been sensitized to its need through awareness workshops. The second part of the paper contains several appendices, including footnotes, questionnaires, short discussion papers emphasizing the need for population education and teacher awareness, a brief annotation of each of the curriculum units, and an order form. (Author/JR)

ED 120 045 SO 008 941

McCrea, Lester C. And Others

Demography and Environment Earth: Teacher Edition.

Baltimore City Public Schools, Md. Urban Life-Population Education Inst.

Pub Date 74

Note—108p.; For related documents, see SO 008 940 through 945; Some pages may not reproduce clearly due to print quality of original document

Available from—Population Studies, Baltimore City Public Schools, 2418 St. Paul Street, Baltimore, Maryland 21218 (\$1.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Concept Teaching, *Demography, Elementary Education, *Environmental Education, Global Approach, Graphs, *Human Geography, Instructional Materials, Learning Activities, *Population Education, Population Growth, Population Trends, Social Sciences, Social Studies Units, Teaching Guides, Teaching Techniques

This document is one in a series of instructional materials on population education developed for the Baltimore public schools. The unit, designed for elementary grades 5 and 6, focuses on demography and human factors and consequences. The first part of the resource unit presents basic information, methodology, and understandings of demography and population growth. Extensive use is made of charts and graphs and mathematics to present the problems surrounding population trends. The second section introduces the human element of population growth and possible consequences of overpopulation. The focus is on the implications of population growth for the society, individual, and earth which are seen as interrelated concepts. Each episode in the unit contains the topic, objectives, materials needed, discussion, and activities. This unit may be taught as a whole, or specific topics within the unit may be taught separately. (Author/JR)

ED 120 046 SO 008 942

McCrea, Lester C. And Others

Demography and You: Teacher Edition.

Baltimore City Public Schools, Md. Urban Life-Population Education Inst.

Pub Date Dec 74

Note—53p.; For related documents, see SO 008 940 through 945

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Birth Rate, *Demography, Environmental Education, Global Approach, Graphs, Instructional Materials, Junior High Schools, Learning Activities, *Population Education, Population Growth, *Population Trends, Secondary Education, Social Sciences, Social Studies Units, Teaching Guides, Teaching Techniques

This teacher's guide is the grades 7-9 unit for population education developed for the Baltimore public schools. This mini-demography course covers various factors of population growth and change. The activities of the unit focus on seven major concepts: (1) demography provides information for understanding population growth, trends, and changes; (2) the world is involved in a population explosion; (3) world population grows when the birth rate is higher than the

death rate; (4) the earth can support only a certain number of people; (5) population is becoming more concentrated in urban areas; (6) the age structure of a population is an important index of population growth; and (7) personal decisions have demographic consequences. Twelve subunits comprise the major unit. Each contains topic, concepts, objectives, activities, materials needed, and conclusions. The units use graphs, charts, and a few statistics. (Author/JR)

ED 120 047 SO 008 943

McCrea, Lester C. And Others

Individual and Family Lifestyles: Teacher Edition.

Baltimore City Public Schools, Md. Urban Life-Population Education Inst.

Pub Date 7 Jul 73

Note—81p.; For related documents, see SO 008 940 through 945; Best copy available

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Decision Making, *Demography, *Family Environment, Family Relationship, Instructional Materials, Learning Activities, *Life Style, *Population Education, Population Trends, Secondary Education, Social Sciences, Social Studies Units, Teaching Guides

Personal decisions and life-styles and how they have social and demographic consequences is the focus of the grades 7-12 population education unit developed for the Baltimore public schools. The unit attempts to have the student see himself as part of his present family unit and as a decision maker who will make choices about his own future family. Students will examine various life-styles and how well they provide for both physical and psychological individual needs. Through a humanistic approach, students will gain an understanding of the factors influencing individual and family life-styles and learn how to analyze them in light of personal and social needs. The suggested time period for the unit is three weeks. (Author/JR)

ED 120 048 SO 008 944

McCrea, Lester C. And Others

B-More Baltimore: Teacher Edition.

Baltimore City Public Schools, Md. Urban Life-Population Education Inst.

Pub Date Dec 74

Note—103p.; For related documents, see SO 008 940 through 945; Best copy available

Available from—Population Studies, Baltimore City Public Schools, 2418 St. Paul Street, Baltimore, Maryland 21218 (\$1.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*City Demography, City Planning, City Problems, Ethnic Studies, Instructional Materials, Junior High Schools, Learning Activities, *Population Education, Secondary Education, Social Sciences, Social Studies Units, Teaching Guides, *Urban Studies

This grades 7-9 unit is part of the series of population education materials for Baltimore public schools. Focusing on urban studies, the unit traces the historical growth of Baltimore and examines recent trends affecting the city, while projecting possible solutions to enhance its quality of life. Although specifically focusing on Baltimore as a model city, the unit introduces the concept that the qualities and problems of Baltimore are similar to those of other urban areas. The individual activities specifically focus upon Baltimore; however, teachers can develop materials for their own city using this model. (Author/JR)

ED 120 049 SO 008 945

McCrea, Lester C. And Others

Production, Pollution, Population: Issues for a Changing World: Teacher Edition.

Baltimore City Public Schools, Md. Urban Life-Population Education Inst.

Pub Date Dec 74

Note—61p.; For related documents, see SO 008 940 through 944; Some pages may not reproduce clearly due to print quality of original document

Available from—Population Studies, Baltimore City Public Schools, 2418 St. Paul Street, Baltimore, Maryland 21218 (\$1.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Case Studies, *Cross Cultural Studies, Demography, Developing Nations, *Environmental Education, *Global Approach, *Hunger, Instructional Materials, Learning Activities, Nutrition, Pollution, *Population Education, Secondary Education, Social Sciences,

Social Studies Units, Teaching Guides, Teaching Techniques

Part of the population education curriculum materials for the Baltimore public schools, this teaching guide is for the 7-12 resource unit. The unit activities take the student out of his present context of family, neighborhood, and city to help him understand some of the global issues relating to population. The unit focuses on the life of a specific North African family, enabling students to grasp parallels and differences between his family and the African family. The unit encompasses the problem of the world food crisis as well as population and pollution. Ten subunits make up the curriculum. Each contains a title, topic, objectives, activities, materials needed, and suggested homework activities. (Author/JR)

ED 120 050

SO 008 947

Wolsk, David

An Experience-Centered Curriculum: Exercises in Perception, Communication and Action. Educational Studies and Documents No. 17.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—52p.

Available from—Unesco Publications Center, P.O. Box 433, New York, New York 10016 (\$2.65)

Document Not Available from EDRS

Descriptors—*Comparative Education, Course Descriptions, Elementary Secondary Education, *Global Approach, Instructional Materials, Resource Materials, *Social Studies Units, Student Attitudes, *Student Experience, *Teaching Techniques

Identifiers—*Associated Schools Project

This study describes a Unesco-sponsored experimental project in the United Nations Associated Schools designed to develop a new approach to education for international understanding. The class, school, and community provide the settings for activities based on the pupils' own behaviors and experiences. Experiments, demonstrations, critical incidents, interview surveys, simulations, role playing, and community action projects are some of the specific techniques used in this approach. Chapter one describes the units and their components. Chapter two suggests how to integrate the activities into various subject areas. Chapter three illustrates how the teacher can deal with the students' emotional reactions to the activities. Chapter four suggests how to vary the activities according to age and school context. Chapter five gives detailed procedures, activities, and follow-up projects of four activity units. Chapter six provides shorter, less detailed descriptions of 18 additional activity units. The appendices describe additional units, an evaluation study of the project, and suggested action projects and list teachers involved. (Author/DE)

ED 120 051

SO 008 948

Peterson, Robert

Unfair to Young People: How the Public Schools Got the Way They Are.

Pub Date Jun 75

Note—53p.

Available from—Youth Liberation, 2007 Washenaw, Ann Arbor, Michigan 48104 (\$0.65, bulk rate available on request, softbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Capitalism, Educational Alternatives, *Educational Change, Educational Development, *Educational History, Educational Philosophy, Educational Practice, Elementary Secondary Education, *Political Influences, Political Socialization, *Socialism, Socioeconomic Influences, United States History

This booklet provides an analysis of the American educational system from a socialist perspective. Based on the idea that our past and present educational system has been largely determined by the needs and ideology of the capitalist economic system, the author proposes an alternative society and educational system that places human needs above private profit. The booklet is divided into three sections which analyze the past, present, and alternative future educational systems. The first section examines how the capitalist ideology influenced the development of our educational system through such concepts as tracking, political indoctrination in history courses, and the direct and indirect capitalist con-

trol of school administration. Section two explains the school socialization process under capitalism and how the capitalist system benefits from this process. It focuses on how punctuality and attendance, obedience to authority, competition and individualism, sexism and racism, and acceptance of boredom contribute to the capitalist ideology. Section three outlines the Chinese and Cuban educational systems as examples of socialist countries that have made great strides in the development of their educational systems. (Author/DE)

ED 120 052 SO 008 951
The Rhode Island Box, 1976: Teacher's Guide.
 Rhode Island State Dept. of Education,
 Providence. Div. of Development and Operations.

Pub Date [76]

Note—215p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
Descriptors—Art, *Colonial History (United States), Curriculum Development, Elementary Secondary Education, Geography Instruction, Land Settlement, Learning Activities, *Local History, Skill Development, Social Sciences, *Social Studies, Teaching Guides, Teaching Techniques, *United States History

Identifiers—*Bicentennial, Rhode Island
 The activities and materials in this teacher's guide are designed to help students understand and appreciate their heritage during the American Bicentennial. The collection is intended for use in Rhode Island schools. Seven component areas are identified and serve as chapter titles. Each is designed to explore one or more of the themes focusing on creativity, diversity, and idealism—three factors shaping the development of Rhode Island. Skills such as hypothesizing and data collecting are emphasized in each activity. The seven components include Time and Place, The Land and Us, Individual Rights and Responsibilities, Arts, All the People, Now and Then, and Famous Rhode Islanders. Each chapter contains an introduction and overview, objectives of the unit, materials needed, and specific learning activities. Appendices include resource lists and bibliographies. The materials are easily adapted for use in both elementary and secondary classes. Although the guide is designed to be used in Rhode Island schools, it can be used as a model for other states. (Author/JR)

ED 120 053 SO 008 955
Benjamin, Felice And Others
An Interdisciplinary Instructional Unit on Land-Use in Pinellas County, Florida. Social Studies Project No. 877.

Spans Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.
 Note—151p.; Pages 23-30 and 113-124b of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage
Descriptors—*Curriculum Development, Curriculum Guides, *Environmental Education, Environmental Influences, Instructional Materials, Interdisciplinary Approach, Junior High Schools, *Land Use, Learning Activities, *Social Studies, Teacher Developed Materials, Transportation, Water Resources, Zoning

Identifiers—*Florida (Pinellas County)
 This unit contains a number of learning activities which can be incorporated into junior-high environmental education classes. Objectives are to make students aware of local environmental problems and clarify their personal values about environmental issues. Along with general kinds of land-use problems and historical overviews, the unit focuses specifically on four major land-use issues in Pinellas County, Florida, including beach development and natural disasters; land-use and planned zoning; transportation; and water supplies, distribution, and wastes. Each unit of the guide contains appropriate teacher information, such as materials needed, special notes to the teacher, activities, objectives, skills, generalizations, and guidelines. Although focused on Florida, the unit serves as a good model that can be easily adapted in other regions. Teachers can substitute maps, graphs, and other kinds of local information using the Pinellas County model as an example. (JR)

ED 120 054 SO 008 956
Wolfe, Robert, Ed.
World Hunger Crisis Kit. Hope for the Hungry.

World Without War Publications, Chicago, Ill.
 Pub Date Nov 75

Note—81p.; Some pages of the original document are copyrighted articles and therefore not available. They are not included in the pagination

Available from—World Without War Publications, 110 South Dearborn, Chicago, Illinois 60603 (\$1.50, 40 percent discount for 10 or more)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Developing Nations, Economic Disadvantage, Elementary Secondary Education, *Food, *Global Approach, *Hunger, Instructional Materials, Resource Materials, Social Studies, *World Problems

This booklet introduces the problem of world hunger and provides information, facts, and perspectives about the crisis. Section one presents the reader with the basic facts of the hunger crisis through a self-survey, a statistical study of the developed Oil Producing Export Countries (OPEC), and a one-page indication of what one would have to give up to move from an American suburb to the fourth world. Section two gives contending perspectives on the problem. These selections help the reader understand the current argument for and against action, while section four presents a wide range of substantive and specific legislative proposals now being considered as aids in resolving the crisis. The kit concludes with a number of resources which can help individuals, organizations, or classes become more aware of this global problem. (Author/DE)

ED 120 055 SO 008 957

Gillespie, Judith A. Patrick, John J.

Comparing Political Experiences (CPE).

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spans Agency—National Science Foundation, Washington, D.C.

Pub Date [75]

Note—24p.; For related documents, see ED 110 350 and SO 008 958-972

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Government (Course), Civics, *Course Descriptions, Course Evaluation, Course Objectives, *Course Organization, Curriculum Development, Grade 12, *Political Issues, *Political Science, Politics, Secondary Education, Skill Development, Social Studies Units

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

The rationale, goals, curriculum components, instructional strategies, and curriculum development process of a two-semester, secondary-level political science course, "Comparing Political Experiences," are described in this paper. Developed as part of the High School Political Science Curriculum Project at Indiana University, the major purpose of the course is to build political competence in students by teaching them political knowledge and skills necessary to participate effectively in political activities. The instructional materials include two semesters of course work for 12th-grade students. "The Political Systems," a first-semester course, focuses on key concepts such as political systems, experiences, resources, and activities. It also presents basic skills in analyzing political life and participating in political groups. The "Political Issues" second-semester course offers an in-depth documentary study of four common, political experiences and an opportunity for students to extend and refine their skills. The teaching methods of the curriculum stress active-inquiry learning, often with documentary case studies and programmed exercises. Field testing, revisions, evaluation, and diffusion activities of the materials are also described. (Author/DE)

ED 120 056 SO 008 958

Gillespie, Judith A. Patrick, John J.

Observing Political Systems: Political Systems, Unit One. Comparing Political Experiences, Experimental Materials.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spans Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—184p.; For related documents, see SO 008 957-972; Some illustrations may reproduce poorly

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*American Government (Course), Case Studies, Civics, *Class Activities, Course Content, Grade 12, Instructional Materials, Political Influences, *Political Science, Politics, Secondary Education, Skill Development, *Social Studies Units, *Systems Concepts

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This first of three units of "Comparing Political Experiences", a first-semester course, provides 18 activities which introduce 12th-grade students to political system concepts that they will work with in-depth in succeeding units. The activities and readings, divided into seven sections, stress the development of political knowledge, intellectual skills, and participation skills. In part 1, students speculate about the meaning of politics from selected readings and a case study of political activity in a high school. Part 2 provides activities to sensitize students to the political events which occur regularly in their lives and to the political participant roles which are played regularly in groups to which they belong. Part 3 introduces and develops the concept of political system. Part 4 provides activities that introduce coalitional political systems and teach students to view political-system types as abstract models. Part 5 introduces the concepts of maintenance and change through a case study and a simulation. Part 6 studies the concepts of political development and conflict through a case study about presidential war powers and a simulation. Part 7 provides activities in which students take observer roles in groups to gather systematic information about political experiences. Each section contains the necessary student materials and student discussion questions. (Author/DE)

ED 120 057 SO 008 959

Gillespie, Judith A. Patrick, John J.

Observing Political Systems, Teacher's Guide: Political Systems, Unit One. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spans Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—84p.; For related documents, see SO 008 957-972

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*American Government (Course), Civics, Class Activities, Course Content, *Course Objectives, Grade 12, Instructional Materials, Political Influences, *Political Science, Politics, Secondary Education, Skill Development, Social Studies Units, *Systems Concepts, Teaching Guides, *Teaching Procedures

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This teacher's guide to unit one of the first-semester "Comparing Political Experiences" course provides teaching instructions to meet the unit objectives. After an introductory review of the general objectives, the guide outlines specific instructional objectives and procedures for each of the 18 activities described in the 12th-grade student materials. Each instructional procedure is designed to provide students with ample opportunities to acquire and use knowledge and skills described by the objectives. For example, to help students achieve mastery of concepts such as political resources or political activities, students are given repeated opportunities to use the concepts to organize and interpret information and to build descriptive and explanatory generalizations. Finally, lessons require students to apply the knowledge and skills to the solution of a fresh problem or exercise. Appendices include teacher reaction forms, answers to questions posed in the textbook, and role descriptions for participants in role-play activities. (Author/DE)

ED 120 058 SO 008 960

Gillespie, Judith A. Patrick, John J.

Using Political Resources: Political Systems, Unit 2. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—279p.; For related documents, see SO 008 957-972 and SO 009 038 and 039

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage
Descriptors—Civics, *Class Activities, Course Content, Grade 12, *Instructional Materials, Political Influences, *Political Science, Politics, Secondary Education, *Social Studies Units, *Systems Concepts

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This second of three units to the 12th-grade first-semester "Comparing Political Experiences" course provides 20 student activities that examine political resources such as wealth, skills, status, information, and ideas. The activities and readings are divided into six sections which stress the alternative patterns of political resources found in different political systems. Part 1 introduces the concept of political resources. Part 2 contains six activities in which students use survey research techniques to gain knowledge about political resources in the school. Part 3 compares the patterns of political resources in elite and coalitional political systems. Part 4 is designed to teach students how resources affect political maintenance and change in elite and coalitional political systems. Part 5 compares how political resources affect political development and conflict in elite and coalitional political systems. Finally, in part 6 students examine case studies about the United Nations and China in order to learn how to forecast alternative futures at the national and school levels. Each section contains the necessary student materials and student discussion questions. (Author/DE)

ED 120 059 SO 008 961

Gillespie, Judith A. Patrick, John J.
Using Political Resources, Teacher's Guide: Political Systems, Unit 2. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—108p.; For related documents, see SO 008 957-972 and SO 009 038 and 039

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*American Government (Course), Civics, Class Activities, Course Content, *Course Objectives, Grade 12, Instructional Materials, Political Influences, *Political Science, Politics, Secondary Education, Skill Development, Social Studies Units, *Systems Concepts, Teaching Guides, *Teaching Procedures

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This teacher's guide to unit 2 of the 12th-grade first-semester "Comparing Political Experiences" course provides teaching instructions to meet the unit's objectives. After an introductory review of the four main course objectives and 13 specific objectives, the guide outlines instructional objectives and procedures for each of the 18 student activities described in the student materials. The four main objectives include in-depth knowledge of political resources, knowledge of alternative patterns of resources in different political systems, skill development in the use of the survey method of inquiry, and knowledge and skill development in political participant role playing. The guide also contains application lessons which require students to apply their newly acquired knowledge or skills to the solution of a fresh problem or exercise. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

ED 120 060 SO 008 962

Gillespie, Judith A. Patrick, John J.
Participating in Political Activities: Political Systems, Unit Three. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—259p.; For related documents, see SO 008 957-972; Some illustrations may reproduce poorly

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage
Descriptors—*American Government (Course), Civics, *Class Activities, Course Content, Decision Making, Grade 12, Instructional Materials, Political Influences, *Political Science, Politics, Secondary Education, Skill Development, *Social Studies Units, Student Participation, *Systems Concepts

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

The third unit to the first-semester course, "Comparing Political Experiences," provides 16 activities to help 12th-grade students acquire in-depth knowledge of various kinds of political activities, such as decision making, leadership, communication, and participation. The activities and readings are divided into six sections which stress the development of political knowledge, intellectual skills, and participation skills. Part 1 provides three activities to help students comprehend political activities and apply these concepts to the analysis of three case studies of political life in the United States. Part 2 focuses on the use of extant data to support or reject beliefs about patterns of political resources and activities. Part 3 develops the concepts of bureaucratic and participant political systems and requires students to use this knowledge in the analysis of a political system in India and the North Atlantic Treaty Organization (NATO). Using the same case studies as part 3, section 4 examines how political activities affect political experiences. Part 5 examines elite, bureaucratic, coalitional, and participant political systems. Students study how resources and activities promote different types of experiences in each system. Section 6 explores alternative futures for each of the different political systems. Each section contains the necessary student materials and student discussion questions. (Author/DE)

ED 120 061 SO 008 963

Gillespie, Judith A. Patrick, John J.
Participating in Political Activities, Teacher's Guide: Political Systems, Unit Three. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—91p.; For related documents, see SO 008 957-972

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*American Government (Course), Civics, Class Activities, Course Content, Decision Making, *Educational Objectives, Grade 12, Political Influences, *Political Science, Politics, Secondary Education, Skill Development, Social Studies Units, Student Participation, *Systems Concepts, Teaching Guides, *Teaching Procedures

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This teacher's guide to unit three of the first-semester "Comparing Political Experiences" course provides teaching instructions to meet the unit objectives. The guide outlines instructional objectives and procedures for each of the 16 activities described in the 12th-grade student materials. Each instructional procedure is designed to provide students with ample opportunities to acquire and use knowledge and skills described by the objectives. Four main objectives and 14 specific objectives of the course are outlined in the introductory section. The four main objectives include in-depth knowledge of various kinds of political activities, knowledge of alternative patterns of political activities found in different political systems, skill development needed to formulate and test hypotheses, and knowledge and skill development in facilitating and organizing political participant roles. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

ED 120 062 SO 008 964

Gillespie, Judith A. Lazarus, Stuart
Save the System! Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—27p.; For related documents, see SO 008 957-972

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Civics, *Class Activities, Comics (Publications), Course Content, Grade 12, Individualized Instruction, *Instructional Materials, Political Influences, *Political Science, Politics, Secondary Education, Skill Development, *Social Studies Units, *Systems Concepts

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This is the introductory unit to the second semester "Comparing Political Experiences" course which focuses on specific, controversial political issues. The unit uses a comic book format to teach 12th-grade students the fundamental political concepts of system, political-system types, and political experiences which will be used in later units that focus on specific issues. The unit is self-instructional, and students proceed at their own rate. The unit centers around the fictitious planet of Acton which is facing environmental disaster. In searching for a new planet to inhabit, the Actonites experience and learn about many new and diverse political systems. Episode 1 identifies the concept of system and describes a participant political system. Episode 2 describes and applies the concepts of political resources, activities, and maintenance. Episode 3 examines the elite political system and explains the concept of political development. Episode 4 identifies a bureaucratic political system and explains the concept of political conflict. Episode 5 defines a coalitional political system, political change, and the role of the observer in bring about change. (Author/DE)

ED 120 063 SO 008 965

Gillespie, Judith A. Lazarus, Stuart
Save the System! Teacher's Guide, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—50p.; For related documents, see SO 008 957-972

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Civics, Class Activities, Course Content, *Course Objectives, Grade 12, Individualized Instruction, Instructional Materials, Political Influences, *Political Science, Politics, Secondary Education, Skill Development, Social Studies Units, *Systems Concepts, Teaching Guides, *Teaching Procedures

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

Since the first unit of the second-semester "Comparing Political Experiences" course is self-instructional, this teaching guide focuses mainly on instructional objectives, mastery tests, and application exercises. The objectives and mastery tests are provided for each of the five lessons in the student materials. Following the completion of the mastery quizzes for each lesson, students work in groups on an application lesson. This lesson provides students with an opportunity to work with concepts beyond the level of simple definition. For example, since the concept of political system is taught in episode one of the student materials, the application lesson requires students to work in groups to apply the defining characteristics of a political system as they create their own political system. (Author/DE)

ED 120 064 SO 008 966

Gillespie, Judith A. Lazarus, Stuart
Busing in Boston: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—141p.; For related documents, see SO 008 957-972; Pages 106 and 107 of the original

document are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Case Studies, Class Activities, Concept Teaching, Conflict, Conflict Resolution, Course Content, Documentaries, Grade 12, *Instructional Materials, Political Influences, *Political Issues, *Political Science, Politics, Primary Sources, *School Integration, Secondary Education, Skill Development, *Social Studies Units

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project, Massachusetts (Boston)

Unit two to the second-semester "Comparing Political Experiences" course focuses on a specific controversial political issue: court-ordered busing in Boston. A documentary approach represents the core of instruction in this 12th-grade unit. This approach avoids lengthy narratives of a theoretical approach and yet is more in-depth than the case-study approach of the first-semester units. The documentary approach emphasizes gathering interview data from actual participants involved in the issue. The first activity unit introduces students to the concept of political conflict by examining the opinions of the various actors in the issue. Activity two focuses on how the two political factors on inequality and competition affect the conflict situation in Boston. Activity three demonstrates how the concept of mobilization and interdependence have affected the busing conflict. Finally, activity four is designed to teach students conflict-management skills and how to forecast future trends in a conflict situation. Each activity contains the necessary student materials and student discussion questions. A data packet of supplementary readings and exercises is also included. (Author/DE)

ED 120 065 SO 008 967

Gillespie, Judith A. Lazarus, Stuart

Busing in Boston, Teacher's Guide: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 75

Note—71p.; For related documents, see SO 008 957-972; Questionnaire may reproduce poorly due to marginal legibility of original document

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Case Studies, Class Activities, Conflict, Conflict Resolution, *Course Objectives, Documentaries, Grade 12, Instructional Materials, *Political Issues, *Political Science, Politics, Primary Sources, *School Integration, Secondary Education, Skill Development, Social Studies Units, Teaching Guides, Teaching Procedures

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project, Massachusetts (Boston)

This teachers guide to unit two of the second-semester "Comparing Political Experiences" course provides specific objectives and instructional procedures for each of the four student activities on the Boston busing controversy. In addition, the guide gives instruction for coordinating the use of the student materials, audiovisual material, data packet, and skill kit for the unit. Knowledge objectives, analytical skill objectives, moral-reasoning skill objectives, participation skill objectives, and the instructional design of the course are described in the introductory section. A main objective of the study of the conflict in Boston is to move beyond the concrete examples to knowledge of abstract political concepts applicable to any situation. Included are reaction forms to be filled out by the teachers to evaluate the effectiveness of the unit. (Author/DE)

ED 120 066 SO 008 968

Gillespie, Judith A. Lazarus, Stuart

Union Underground: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 75

Note—217p.; For related documents, see SO 008 957-972

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
Descriptors—Case Studies, Class Activities, Course Content, Documentaries, Grade 12, Instructional Materials, *Labor Unions, Maintenance, *Organizational Development, Political Influences, *Political Issues, *Political Science, Politics, Secondary Education, Skill Development, *Social Studies Units

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project, United Mine Workers of America

This is the third unit to the second-semester "Comparing Political Experiences" course which focuses on a specific, controversial, political issue. The unit analyzes the concept of political maintenance by studying the United Mine Workers of America (UMWA) between 1918 and 1975 and its fight to secure mine safety standards. A documentary approach represents the core of instruction in this 12th-grade unit which is divided into five activities. The first activity introduces students to the structure of mines and various mining safety problems in order to grasp the meaning of the issues and problems with which the UMWA, as a political system, must deal. Activity 2 studies the organization, structure, and growth of the UMWA in the 20th century. Throughout activity 3, students relate the miners' idea of union legitimacy to the concept of political maintenance. Activity 4 examines how the union has been maintained over time by the use of such political devices as control and mobilization. Activity 5 focuses on how union interdependence with other organizations and governments also contributes to political maintenance. The activity requires students to speculate about the future of the UMWA. Each activity contains the necessary student materials and student discussion questions. (Author/DE)

ED 120 067 SO 008 969

Gillespie, Judith A. Lazarus, Stuart

Union Underground, Teacher's Guide: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 75

Note—112p.; For related documents, see SO 008 957-971

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—Case Studies, Class Activities, *Course Objectives, Documentaries, Grade 12, Instructional Materials, *Labor Unions, Maintenance, Organizational Development, *Political Issues, *Political Science, Politics, Secondary Education, Skill Development, Social Studies Units, Teaching Guides, Teaching Procedures

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project, United Mine Workers of America

This teacher's guide to unit three of the second-semester "Comparing Political Experiences" course provides specific objectives and instructional procedures for each of five activities that focus on the United Mine Workers of America (UMWA). In addition, the guide provides instructions for coordinating the use of the student book, audiovisual material, and skill kit for the unit. The introduction includes a statement of the general rationale; knowledge objectives; skill objectives consisting of analytical, moral-reasoning, and participation skills; instructional design; and evaluation materials for the course and the unit. A major objective in the study of the UMWA is that it can serve as an example of a system experiencing maintenance. Students observe the changing pattern of political resources and activities in the union and then may apply the concept of maintenance to new and different situations. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

ED 120 068 SO 008 970

Gillespie, Judith A. Lazarus, Stuart

Clean Air Now: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—144p.; For related documents, see SO 008 957-972

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
Descriptors—Case Studies, Change Strategies, Class Activities, *Community Action, Community Change, Concept Teaching, Course Content, Documentaries, Grade 12, Instructional Materials, Political Influences, *Political Issues, *Political Science, Politics, *Pollution, Secondary Education, *Social Studies Units

Identifiers—California (Riverside), *Comparing Political Experiences, High School Political Science Curriculum Project

The fourth unit to the second-semester "Comparing Political Experiences" course focuses on a specific, controversial, political issue. Using a documentary approach, this unit analyzes the concept of political change by examining the changes in Riverside, California, as that community confronts the issue of smog. The unit is divided into five student activities. The first activity introduces students to the geographic area of southern California, the causes and effects of smog, the effect of smog on Riverside, and the political environment in Riverside. Activity 2 explores the concept of mobilization and how it has affected the smog issue. Activity 3 introduces the concept of political innovation and the way it affects change. Students focus on the court case "Riverside vs. Ruckelshaus" as an illustration of political innovation. Activity 4 examines how the concept of interdependence affects change and the extent to which Riverside became interdependent with aspects of the political environment. Activity 5 teaches students how to forecast the future of a political system experiencing change by examining alternative futures for Riverside. Each activity contains the necessary student materials and student discussion questions. A data packet of supplementary readings and exercises is also included. (Author/DE)

ED 120 069 SO 008 971

Gillespie, Judith A. Lazarus, Stuart

Clean Air Now, Teacher's Guide: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 75

Note—84p.; For related documents, see SO 008 957-972

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Case Studies, Change Strategies, Class Activities, *Community Action, *Community Change, Concept Teaching, *Course Objectives, Documentaries, Grade 12, Instructional Materials, *Political Issues, *Political Science, Pollution, Secondary Education, Skill Development, Social Studies Units, Teaching Guides, Teaching Procedures

Identifiers—California (Riverside), *Comparing Political Experiences, High School Political Science Curriculum Project

This teacher's guide to unit four of the second-semester "Comparing Political Experiences" course provides specific objectives and instructional procedures for each of five activities which focus on the smog problem in Riverside, California. In addition, the guide provides instructions for coordinating the use of the student text, audiovisual material, data packet, and skill kit for the unit. The introduction contains a statement of the general rationale; knowledge objectives; analytical, moral reasoning, and participation skill objectives; instructional design; and evaluation materials for the course and the unit. Knowledge of the Riverside documentary provides a concrete example of a system experiencing change. Ideally, students will move from the Riverside case as an illustration to knowledge of the concept of political change, and beyond to extending this knowledge of change to their own activities. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

ED 120 070 SO 008 972

Gillespie, Judith A. Lazarus, Stuart

Political Issues Skills Kit: Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

196 Document Resumes

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—360p.; For related documents, see SO 008 957-971

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Class Activities, Decision Making Skills, Grade 12, Inquiry Training, Instructional Materials, *Learning Activities, Moral Development, *Political Issues, *Political Science, Secondary Education, *Skill Development, Skills, *Social Studies Units, Values

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

Designed to be an integral part of the second-semester "Comparing Political Experiences" course, this skills kit provides supplementary student activities for four documentary "Political Issues" units. The kit is divided into three sections on skills. The analytical skill section provides exercises on six analytical skills including question asking, hypothesis formation, evidence gathering, generalization, comparison, and alternative futures. The moral reasoning skills section provides a series of moral episodes designed to engage students in dealing with ethical issues in a systematic way. Each exercise is keyed to one of the substantive units in the course. In the final section on participation activities, students learn role-play behavior and specific decision-making, bargaining, conflict-management, and task-implementation skills. The activities in each section vary in level of difficulty in order to provide a variety of choices for teacher and student use. Throughout each of the units, activities from the student materials are sequenced together with activities from the skills kit. (Author/DE)

ED 120 071 SO 008 973

A Quarter Century: The American Adventure in Academic Exchange. A Report of the Board of Foreign Scholarships.

Department of State, Washington, D.C. Board of Foreign Scholarships.

Pub Date Dec 71

Note—99p.; Parts of text may not reproduce well due to print quality

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Cultural Exchange, Educational Benefits, Educational History, Educational Programs, *Exchange Programs, *International Programs, Program Effectiveness, Scholarships, *Student Exchange Programs, *Study Abroad, Teacher Exchange Programs

Identifiers—*Fulbright Hays Act

This report on the Fulbright-Hays Program during the last 25 years focuses on the increasing importance of educational exchange in this day of expanding communications. The primary purpose of the report is to record the evidence of accomplishment and expertise on which the Fulbright program has been built and to designate in detail the unique set of binational and academic mechanisms that have been developed. It is prepared for persons who have had some past connection with Fulbright educational exchange programs—including men and women in the Congress, the Executive Branch, and every part of academic life in America who have supported the program. This informal history, prepared during the anniversary year of the Board of Foreign Scholarships, tells the story of the experiences of more than 100,000 participants in more than 100 countries under the Fulbright program. Following an introduction which tells how and why this report was prepared, the study presents sections on The Laws Behind the Program, The Binational Approach, The Focus on Academic Merit, The Foreign Relations Component, Support of The American Educational Community, Achievements of the Program, and Final Thoughts. Supplementary materials are enumerated on the last 22 pages and include tables and charts showing the number and distribution of American and foreign grantees by state of permanent residence and by area and category from 1949-70 and 1970-71. Also included is a listing of grants. (Author/DDB)

ED 120 072 SO 008 975

Guidelines for Consumer Education. Revised.

Illinois State Office of Education, Springfield.

Pub Date Apr 72

Note—69p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Class Activities, Consumer Economics, *Consumer Education, Consumer Protection, Credit (Finance), *Guidelines, *High School Curriculum, Investment, Money Management, *Program Planning, Purchasing, Secondary Education, Social Studies, State Curriculum Guides, Taxes

Identifiers—Illinois

This guide is intended to assist school personnel by clarifying issues, provide directions in basic information, and stimulate practical considerations for the learner in the area of consumer education. Its objectives are to (1) assist school administrators in the implementation of consumer education, and (2) assist secondary teachers in planning an instructional program in consumer education that meets students' needs. An introduction offers a rationale and objectives. Procedures for implementation cover content, responsibility, time allotment, certification of teachers, and methods of implementation. Consumer education topics that are identified are the individual consumer and the marketplace, money management, consumer credit, buying goods and services, insurance, savings and investments, taxes, and the consumer in society. The discussion of each topic includes objectives, outline of content, suggested activities, and instructional materials. A resource section contains listings of selected bibliographies and other sources of consumer education information. Although written for Illinois educators, the content and instructional programs suggested in the guide are adaptable to any school. (Author/ND)

ED 120 073

SO 008 980

Peters, Richard O.

How to Teach About Human Beings and Their Environment. How to Do It Series, Number 28.

National Council for the Social Studies, Washington, D.C.

Pub Date 76

Note—7p.

Available from—National Council for the Social Studies, 1515 Wilson Boulevard, Arlington, Virginia 22209 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Classroom Techniques, *Curriculum Development, Ecology, Educational Resources, Elementary Secondary Education, *Environmental Education, Interdisciplinary Approach, Learning Activities, Newsletters, Population Education, Resource Materials, Social Problems, *Social Studies, Teaching Guides, *Teaching Techniques

One of a series of pamphlets providing practical and useful sources of classroom techniques for social studies teachers, the concern of this issue is how to teach about human beings and the environment. A brief explanation of the nature and purpose of environmental education is presented, showing three interrelated concepts which comprise environmental study: culture and society, natural resources, and population. The second part of the document emphasizes the integration of environmental education into the K-12 social studies curriculum. Attention is focused on two general areas of environmental problems: (1) problems of the natural, physical environment involving aesthetic and physical qualities as well as the quantity of natural resources; and (2) problems of human-made environments. Ways in which environmental education programs can be structured at all grade levels are considered. Suggested teaching strategies for use in environmental education programs are presented in the third section, including field trips, graphic studies, nature walks, diaries and logs, field training, and time perspective studies. Sources and resources in the bibliographic format comprise the last part of the document. Articles, publications, films, filmstrips, student materials (games), bibliographies, and ecology-oriented organizations and projects are topic organizers of the bibliography. (Author/JR)

ED 120 074

SO 008 981

Grambs, Jean Dresden, Ed.

Teaching about Women in the Social Studies: Concepts, Methods, and Materials. Bulletin 48.

National Council for the Social Studies, Washington, D.C.

Pub Date 76

Note—125p.

Available from—National Council for the Social Studies, 1515 Wilson Boulevard, Arlington, Virginia 22209 (\$5.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Concept Teaching, *Curriculum Development, Educational Resources, Elementary Secondary Education, Females, Instructional Materials, Learning Activities, Sex Differences, Sex Discrimination, *Sex Stereotypes, Social Problems, *Social Studies, *Teaching Techniques, United States History, Womens Education, *Womens Studies, World History

Dedicated to aiding teachers and curriculum developers in making social studies curricula responsive to maintaining the dignity and worth of students, this resource book is the product of the National Council for the Social Studies' Sexism and Social Justice Committee. The book is for social studies teachers who want to avoid sexism in their teaching and make women the viable part of the study of history and modern issues that they should be. Chapter authors present basic concepts to help teachers and school systems analyze and revise their current social studies offerings and build new units and courses. Throughout the book, the stress is on practical aids for the teacher. Chapter titles include (1) Getting a Hold on the Tiger: Assessing Sexism in Schools; (2) Women in U.S. History: Concepts and Organizing Structures; (3) Teaching about Women in World History; (4) Women in Contemporary American Society: Changing Roles and Changing Needs; (5) Treatment of the Sexes in Instructional Materials: Guidelines for Evaluation; (6) Implementing Social Studies Objectives: A Critical Assessment of Materials for Teaching about Women; and (7) Nonsexist Teaching: Strategies and Practical Applications. (Author/JR)

ED 120 075

88

SO 008 983

Project Search Progress Report, 1972-73.

New York State Education Dept., Albany. Div. of Humanities and Arts.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Elementary Secondary Education, *Humanistic Education, *Interdisciplinary Approach, *Program Descriptions, Program Evaluation, *School Community Programs, *Values

Identifiers—New York, *Project SEARCH

This report on the status of SEARCH provides information about its beginnings, funding considerations, case studies of project success, evaluation methods, and application and testing of SEARCH in a number of school districts throughout the state of New York. Project SEARCH is geared to humanizing education by making students aware of the values that underlie their own acts and the acts of others and the consequences of holding those values. The aim of SEARCH is to develop ways to teach children, K-12, to make choices on the basis of reason, emotion, and research. Major objectives are to help students develop reasoning skills; recognize feelings and emotions, with an implication of their importance in determining thought and conduct; examine issues from different disciplinary approaches; and know and apply the steps on the valuing process. The underlying philosophy of SEARCH is that the integration of the arts and the humanities with science and technology is a powerful educational tool. (Author/JR)

ED 120 076

SO 008 985

Characteristics of the Population Below the Poverty Level: 1974. Current Population Reports, Consumer Income, Series P-60, No. 102.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Jan 76

Note—174p.; Not available in hard copy due to print size

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.20)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, *Demography, *Economic Disadvantage, *Economic Factors, Higher Education, Income, *Population Distribution, Population Growth, Population Trends, Poverty Research, Racial Composition, Socioeconomic Influences, Statistical Data, *Statistical Studies, Statistical Surveys, Tables (Data)

This report provides detailed social and economic statistics for the population of the United States below the poverty level in 1974 based on the March 1975 Current Population Survey (CPS). Data are presented by selected characteristics such as race, family status, education, work experience, type and source of income, and residence in poverty areas. Several historical tables detailing a picture of the changing composition of the population below and above the poverty level since 1959, the first year for which such data are available, are also presented. Chapter titles include Changes in the Poverty Population by Race and Spanish Origin; The Working Poor; Low-Income Families with Female Heads; and The Elderly Poor. The bulk of the document is comprised of tables, graphs, and charts. (Author/JR)

ED 120 077 SO 008 986

Brown, William And Others
The Bicentennial American History Series.
Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 75

Note—95p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Class Activities, Democracy, Foreign Policy, *History Instruction, Industrial Relations, Instructional Materials, Interdisciplinary Approach, Negro History, Primary Sources, Resource Materials, Revolutionary War (United States), Secondary Education, Slavery, *Social Studies Units, Strikes, *United States History

Identifiers—*Bicentennial

Designed to supplement secondary United States history courses, this resource booklet provides materials on four dramatic incidents in American history. The four events under examination include the Boston Massacre, the Denmark Vesey Slave Revolt, the Republic Steel Strike of 1937, and the Berlin Airlift of 1948. Each unit contains social background to the event, a description of the events leading to the incident, a description of what happened, a summary of important outcomes of the incident, a list of suggested student activities, related matters for consideration, and a bibliography. The related matters for consideration include additional student activities, value-oriented discussion questions, and appropriate instructional strategies on related political, economic, and social concepts inherent in the events. The unit on the Republic Steel strike may be integrated into economics or sociology courses since the strike reflects attitudes, ideas, and actions of labor, management, and government. Since the Berlin airlift unit explores the powers of the presidency in the area of foreign policy, it may be used in political science or international relations courses. (Author/DE)

ED 120 078 SO 008 992

Riscalla, Louise Mead
Legislative Backlash: The Dilemma and Alternatives.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the American Psychology-Law Society (Chicago, Illinois, September 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Civil Liberties, Civil Rights Legislation, *Due Process, Institutionalized Persons, *Legal Responsibility, *Legislation, Medical Services, Public Health Legislation, Public Service Occupations, *Student Rights

Distinctions must be made between the positive intent of certain legislation and the negative backlash which this legislation can create for those persons it is intended to help and protect. Recent laws have been passed, for example, requiring physicians to obtain a patient's consent before treatment can begin and to provide sufficient information to the patient so that he can make an intelligent decision. Problems arise, however, when the patient does not have the capacity to consent or if the patient is institutionalized and, therefore, conditioned to obey officers in charge, or is of "lower" socioeconomic status and lacks knowledge of legal recourse. The field of children's legislation, also, provides a wealth of examples to support the thesis that the intent and reality of certain legislation are not congruent. Children are now entitled to due process in the school system and can abuse enlivened parents, teachers, and other profes-

sionals concerned with their education if youth stress their individual rights at the expense of the rights of others. Fundamentally, these findings suggest that since laws are made and implemented by human beings and since much of the difficulty and confusion resulting in legislative backlash is due to a perspective involving operationalism, those persons working in public service professions must be committed to live by a higher standard than that of the law. (Author/DBB)

ED 120 079 SO 008 995

Social Sciences Education Framework for California Public Schools, Kindergarten and Grades One through Twelve.

California State Dept. of Education, Sacramento. Pub Date 75

Note—74p.; For a related document, see ED 035 066

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Behavioral Objectives, Citizenship Responsibility, Civic Belief, *Concept Formation, Curriculum Development, Educational Legislation, *Educational Objectives, *Educational Philosophy, Educational Policy, Elementary Secondary Education, Interdisciplinary Approach, Models, School Policy, Skill Development, *Social Sciences, *Social Studies

Identifiers—California

The goals, guidelines, policies, and philosophies of the California public schools for elementary through secondary social science education programs are reflected in this document. The framework presented illustrates ways in which the adoption of instructional materials and the development of curricula may be implemented. In addition to outlining the basic educational philosophy, five major goals of social science education are outlined to direct students toward the achievement of civic competence. Programs will be planned to enable students to develop understandings based on data, generalizations, and concepts from the various social science disciplines; develop and practice a variety of intellectual and work-study skills; understand and respect cultural differences and similarities; reflect on society's values and develop and clarify a personal set of values; and participate in activities in the society as individuals and members of groups. Ways in which each of these objectives can be achieved through the social science disciplines and philosophies of the school systems are illustrated throughout the bulk of the document. Program goals for K-12 are outlined along with illustrative objectives for the various grade groups. (Author/JR)

ED 120 080 SO 009 002

The American Film Review, Vol. 15 (1976). 1976 Special Bicentennial Issue.

American Educational and Historical Film Center, St. David's, Pa.

Pub Date 76

Note—18p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Audiovisual Aids, Citizenship, Communism, Democracy, Elementary Secondary Education, *Films, *Instructional Films, *Social Problems, *Social Studies, *United States History

Identifiers—Bicentennial, Patriotism

To aid in the commemoration of the Bicentennial, this document lists 16mm films available for K-12 social studies classrooms. Each entry is listed categorically by theme: American citizenship, free enterprise, heroes, landmarks, and the Communist challenge. Within the thematic categories, the entries are listed alphabetically by title. An annotated description of each film includes information on availability, length, grade level, and black-and-white or color. Films are available from school libraries or the sources listed. (JR)

ED 120 081 SO 009 004

Smarr, Erwin R. Escoll, Philip J.

Humanism and the American Work Ethic. Quick Reference: Work Ethic.

National Education Association, Washington, D.C.

Pub Date 75

Note—11p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0947-9-00, \$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Affluent Youth, Ethical Values, *Humanization, Job Satisfaction, Life Style, *Middle Class Values, Revolution, *Social Change, Social Problems, Social Values, *Work Attitudes, *Youth

In the recent social revolution, rebellious middle-class youth attacked and rejected, among other values, the American middle-class belief in the worthwhileness of work. Although this recent humanistic revolt hardly affected the patterns of working life in America, it influenced attitudes toward work not only among middle-class adolescents and youth but also among blue-collar workers. One of the needs made apparent by the humanistic revolt is the need for meaningful work roles, through which youth can actualize their humanistic ideals in practical ways. The next era of history should be concerned with providing, for liberal middle-class youth as well as for the poor, satisfying work roles that do not require prolonged and expensive college education. (Author/MK)

ED 120 082 SO 009 007

Stahl, Robert J. Baker, S. Dennis

The Status of Population Education in Florida Secondary Schools During 1973-1974: A Final Report.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Spons Agency—Mississippi Univ. for Women, Columbus.

Pub Date 17 Mar 76

Note—63p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Demography, Education, Educational Research, Environmental Education, Inservice Teacher Education, Interdisciplinary Approach, *Population Education, Secondary Education, Social Studies, *Surveys, Teacher Education, Teaching, Teaching Quality

Identifiers—*Florida

The study presents descriptive data pertaining to the status of population education within the curricula of Florida's secondary schools. A four-page questionnaire, designed to obtain data from classroom teachers on a broad range of topics and areas pertaining to the status of population education within their respective schools, was mailed to 300 randomly selected Florida middle, junior high, and senior high schools. Responses received from 45.3 percent of the public and private school teachers indicated the following findings: (1) population education is included in schools regardless of the size of the school's enrollment; (2) classroom teachers are consciously incorporating population education content in a variety of elective and required courses; (3) there is a wide range of length of time spent by teachers on population education; (4) the majority of population education teachers are social studies teachers; (5) population education priority rankings suggest that population is primarily studied as an integral part of the examination of broader environmental problems and processes; (6) classroom teachers of population primarily teach units whose objectives are developed and written by the teachers themselves; (7) the majority of teachers indicated that they would attend a preschool or inservice population workshop if such were offered; and (8) the majority of teachers may not have received any college course preparation in the population education area. From these findings it appears that population education is included in school curricula. (Author/DBB)

ED 120 083 SO 009 008

Carrig, Gloria L.

Political Science and Education for the Public Service: A View from the Community College.

Pub Date Sep 75

Note—8p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Citizenship Responsibility, *Community Colleges, *Course Descriptions, Educational Problems, Higher Education, Instructional Innovation, Political Attitudes, *Political Science, Political Socialization, *Public Administration Education, Public Service Occupations, Relevance (Education), Teaching Methods

Reflections on the fundamental problems of teaching political science in community colleges are outlined. Facing the stark reality of a student

population deficient in reading and writing skills, the teacher must make difficult concepts and material comprehensible in order to create a sense of attachment for the nation, its Constitution, laws, and institutions. The necessity for thoughtfulness about political things must overcome the constant repetition of slogans and simplistic rhetoric which is common among the under-educated community college student. The author has found the lecture-discussion technique supplemented by student dialogue debates on controversial political issues to be an effective means of imparting information in an American government course. In more difficult political theory courses, it is often necessary to greatly simplify the concepts of the political theorists being considered. To create a greater sense of public responsibility in our public servants, public administration courses in the community college must become less removed and more relevant to the things public servants actually do. For example, since police officers often encounter situations involving Constitutional rights, a relevant community college course should involve a study of the development of Constitutional law. Not only would courses of this nature prepare students to be better citizens, but they would also instill public responsibility in our public servants. (Author/DE)

ED 120 084 SO 009 009

Morehouse, Ward

A New Civic Literacy: American Education and Global Interdependence. Program in International Affairs, Interdependence Series No. 3.

Aspen Inst. for Humanistic Studies, New York, N.Y.

Pub Date Oct 75

Note—32p.; Paper prepared for the National Commission on Coping with Interdependence, Aspen Institute

Available from—Aspen Program in International Affairs, P.O. Box 2820, Princeton, New Jersey 08540 (\$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Beliefs, *Civic Belief, Constitutional Law, Decentralization, *Educational Trends, Elementary Secondary Education, *Global Approach, Higher Education, Information Dissemination, Mass Media, Nationalism, Political Issues, *Political Socialization, Public Education, Social Change, Social Science Research Identifiers—*Interdependence

The Aspen Institute formed a National Commission on Coping with Interdependence to investigate the capacity of Americans to cope with interdependence and consider how that capacity can be enhanced. This paper responds to two questions: to what extent do our existing institutions perceive the predicament, analyze its implications, and act in accordance with that analysis; and what new attitudes and arrangements may be required to enhance the capacity of Americans to cope with interdependence. It was found that the capacity of American education is limited by a lack of political consensus, the complex character of many interdependence issues, and the nature of the educational enterprise. Other problems are the constitutional incongruity that public education is a state and local responsibility while most interdependence issues are perceived as national concerns, decentralization of education makes educational change difficult to introduce, education is only one of many means to inform the public, and some embedded cultural views exist that inhibit efforts. Thus, a sustained effort to bring about a new and expanded civic literacy on interdependence issues is required. This effort involves strategy development, policy support, development of a stronger knowledge base, analysis of embedded cultural views, strengthening of existing cooperation activities, and assistance from the educational community for the mass media. (ND)

ED 120 085 SO 009 017

Coslin, Frank And Others

Introduction to Psychology: Syllabus and Study Guide. Spring 1976 Edition.

Pub Date 76

Note—171p.

Available from—Stipes Publishing Company, 10-12 Chester Street, Champaign, Illinois 61820 (\$4.90, 10 percent discount on bulk orders)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Cognitive Objectives, Course Content, Curriculum Guides, Educational Resources, Higher Education, Instructional Materials, Learning, Learning Motivation, Personality, *Psychology, Social Sciences, Teaching Techniques, Thought Processes

The syllabus contains detailed information concerning an introductory college course in psychology. The primary objectives are to help the student acquire basic knowledge of vocabulary, concepts, methods and theories used by psychologists, and skills in interpreting psychological knowledge and applying it to daily life, everyday problems, and social issues. The study guide presents instructional activities such as videotape presentations, self-study topics, supplementary readings, and a description of the psychological investigations which are to be undertaken outside of class time as a regular part of the required course work. The course is divided into eight units on the Nature of Psychology, Learning and Memory, Thinking, Motivation and Emotion, Intelligence, Personality and Adjustment, Behavior Disorders, and Social Interaction. Appendices include references for further study, suggested supplementary readings, and sample test items. (Author/DBB)

ED 120 086 SO 009 018

Music Technical Report: Exercise Volume. Music Report No. 03-MU-20.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—03-MU-20

Pub Date Dec 75

Note—1,016p.; For a related document, see ED 114 348; Not available in hard copy due to print size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 03-MU-20, \$10.10)

EDRS Price MF-\$1.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement, Adult Education, *Applied Music, *Educational Assessment, Elementary Secondary Education, Evaluation, Knowledge Level, Music, Musical Composition, Music Appreciation, *Music Education, *National Surveys, Student Attitudes, Tables (Data), Vocal Music, Young Adults

Identifiers—NAEP, *National Assessment of Educational Progress

This technical report contains the released musical exercises used and the assessment data collected in a nationwide survey of music education conducted by the National Assessment of Educational Progress (NAEP). Nine-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) were asked questions designed to measure their attitudes toward music and their achievement in or knowledge of musical performance, musical notation and terminology, instrumental and vocal media, and music history and literature. Although the report contains only one-half of the music exercises used in the survey, assessment data for all the exercises administered are provided. (Some exercise texts are unreleased at this time because NAEP will administer these exercises again in the future to determine whether the performance level of Americans has improved or declined.) Assessment data include percentage results for the national sample and for each of the subpopulation samples grouped by region, sex, race, parental education, and size and type of community. A cassette tape recording that presents the musical selections used as stimuli in many of the released exercises is available from NAEP. Also available are computer data tapes that contain the original, unanalyzed response data for all of the exercises. (Author/RM)

ED 120 087 SO 009 019

Whitlock, Eileen S. Westerlund, Stuart R.

Humane Education: An Overview.

National Association for the Advancement of Humane Education.

Pub Date 75

Note—92p.

Available from—National Association for the Advancement of Humane Education, The Univer-

sity of Tulsa, 600 South College, Tulsa, Oklahoma 74104 (\$4.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Affective Objectives, Childhood Attitudes, Educational History, *Educational Philosophy, Elementary Secondary Education, Environmental Education, Environmental Influences, *Humanistic Education, Social Values, Values

This booklet traces the historical development of humane education as it has been instilled into the young people of America from colonial times to the present and provides a future prognosis of humaneness in the schools. Humane education promotes humane behavior and is an important part of the humane movement in the United States, although until recently it has remained largely outside the education community. The authors explore various methods of inculcating humane ideals in children, such as formal instruction in just, kind, and compassionate behavior for all living creatures; dealing directly with animals, either by owning and caring for a pet or collecting scrapbook pictures and stories about animals; and reading animal stories. Topics discussed include Why Humane Education?; Humane Education and Its Subsystems (Conservation Education, Environmental Education, Outdoor Education); Humane Education—An Overview of Development; and Contemporary Humane Education (The George Washington University Study, the Humane Education Development and Evaluation Project, the National Association for the Advancement of Humane Education). The authors conclude that never before in the history of America have conditions been so right for humanitarians to impart their message of humaneness. A bibliography is included. (Author/DBB)

ED 120 088 SO 009 020

McConville, J. Lawrence

Ethnic Studies Curricula and Related Institutional Entities at Southwestern Colleges and Universities. Bulletin of the Cross-Cultural Southwest Ethnic Study Center, October 1975, Special Issue.

Texas Univ., El Paso. Cross-Cultural Southwest Ethnic Study Center.

Pub Date Oct 75

Note—26p.

Available from—The Cross-Cultural Southwest Ethnic Study Center, The University of Texas at El Paso, El Paso, Texas 79968 (\$1.00 prepaid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—African American Studies, American Indian Culture, Asian Americans, Bilingual Education, *College Curriculum, Departments, Ethnic Groups, *Ethnic Studies, Faculty, Higher Education, *Junior Colleges, Mexican American History, Research and Development Centers, *Surveys, Teacher Education Curriculum, Teacher Programs, *Universities Identifiers—*United States (Southwest)

This publication contains the results of a survey of two- and four-year colleges and universities in the U.S. Southwest designed to provide detailed information concerning the status of ethnic studies curricula. The Cross-Cultural Southwest Ethnic Study Center (CCSWESC) of the University of Texas at El Paso conducted the survey to promote interinstitutional communication and cooperation between and among CCSWESC and analogous entities on other campuses. A two-page questionnaire was mailed to administrative officers of most junior and senior colleges in California, Nevada, Utah, Colorado, Arizona, New Mexico, Texas, and Oklahoma. Nearly 100 institutions of the approximately 150 responses indicated a program or activity relevant to the areas surveyed. Survey results include the following: nomenclature of the ethnic curricula; academic levels involved; the regional and minority concerns treated; the manner in which faculty for such programs are distributed among the various teaching departments; and names, characteristics, and activities of related research centers, departments, divisions, committees, offices, and other institutional entities having an interest in minority concerns and interethnic relationships. (Author/RM)

ED 120 089 SO 009 021

Wigginton, Eliot

Moments: The Foxfire Experience.

Pub Date 75

Note—144p.; For a related document, see SO 009 022

Available from—Institutional Development and Economic Affairs Service, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$3.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Community Study, *Educational Alternatives, *Educational Innovation, *Humanistic Education, Interdisciplinary Approach, *Journalism, Learning Activities, Local History, Objectives, Personal Growth, Primary Sources, Process Education, Program Descriptions, Secondary Education, Self Concept, Skill Development, Teaching Methods

Identifiers—*Foxfire

The high school journalism teacher who initiated the Foxfire Project discusses the memorable learning experiences and community studies in which students are involved as they develop and publish the Foxfire magazines. The author describes the project objectives and the successfully implemented teaching techniques and learning activities so that other teachers can use or adapt these ideas and tailor them to their own specific teaching situation. At the heart of Foxfire is the conviction that students can learn about their community and humanity only outside the classroom. The project emphasizes process rather than product. Some observable achievements that accrue to participating students include an acquisition of vocational skills such as editing and writing, photography, marketing, and advertising; pride in their communities and their elders; and interdisciplinary perspective toward learning; and an appreciation for the visual and literary arts used in communication. The major portion of the book describes the four "touchstones" for students and the learning activities through which students achieve these. The four touchstones include: Gaining Skills and Confidence; Growing, Reinforcing, Checking Bases; Beyond Self; and Independence. Included in the appendices are the Introductions to "The Foxfire Book," "Foxfire 2," and "Foxfire 3." (Author/RM)

ED 120 090 SO 009 022
Wood, Pamela

You and Aunt Arie: A Guide to Cultural Journalism Based on "Foxfire" and Its Descendants.

Pub Date 75
Note—212p.; For a related document, see SO 009 021

Available from—Institutional Development and Economic Affairs Service, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$5.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audio Equipment, *Community Study, Editing, Graphic Arts, Interdisciplinary Approach, Interviews, *Journalism, Layout (Publications), *Local History, Photography, *Primary Sources, Publications, Resource Guides, Secondary Education, Senior Citizens, Social Studies, *Student Developed Materials, Writing

Identifiers—Foxfire

This guide, which is based on the Foxfire project (see SO 009 021 for project description), is full of practical suggestions to help secondary school students put together a magazine using stories from their own communities. Contents include the following: choosing a name for the magazine; how to organize staff; story ideas to choose from; sample questions to use in interviews with senior citizens; the camera as a journalist's tool, describing how to load the camera, shutter speeds, aperture, and the use of light meters; photocopying techniques; how to use a tape recorder in interviews; filing systems for interview records and how to cross-index; sample of written agreement covering gift of tapes and records for historic preservation; step-by-step instructions and illustrations showing how to develop black-and-white film and make prints; technical advice about transcribing; how to write the story, with samples of stories written by high school students for other Foxfire magazines; how to edit; layout techniques and graphic art; proofreading signs; how to sell the magazine; and printing costs. (Author/RM)

ED 120 091 SO 009 025
Wagner, Sherri Wagner, Kenneth

Immigrant Studies: Investigating Our Heritage. User's Guide.

Pub Date 1 Mar 76

Note—46p.

Available from—Jenny Publishing Company, 57 Queen Avenue South, Minneapolis, Minnesota 55405 (guide \$4.00, each level \$16.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cultural Awareness, *Cultural Pluralism, Curriculum Development, Elementary Secondary Education, Ethnic Groups, Ethnic Origins, *Ethnic Studies, *Family Background, History, *Immigrants, Learning Activities, Local History, *Primary Sources, Social Sciences, Teaching Guides, Teaching Techniques

Using a variety of learning activities and primary sources, elementary and secondary students investigate family and community history and ethnicity. The major goals of the units are to provide factual information about immigrants to America from about 1820 to 1920 and to assist students in investigating immigrant history and heritage in their families and communities. The user's guide provides introductory information on how to use the series and background information about immigration. A brief description is given on the influence of immigrants on America and is followed by a discussion on how and where students gather and interpret information. Content topics and processes used in the activities are described along with a scheme for recording and evaluating student progress. In addition to the user's guide, the series is composed of four units each for two levels—one for grades 4-8 and one for grades 9-12. These units, available only from the publisher, are classroom-oriented and emphasize gathering and interpreting information, valuing strategies, group sharing and discussion, activities for research projects and class field trips, and individual student research in family ancestry and community. To use the materials in the classroom, both the user's guide and units for either level are needed. (Author/JR)

ED 120 092 95 SO 009 026
Kasschau, Richard A.

Black/White America: A Two-Week Unit on Relations between the Races.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—160p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Behavioral Objectives, Civil Rights, *Human Relations Units, Instructional Materials, Learning Activities, Majority Attitudes, Minority Groups, Negro Attitudes, Negro Role, Psychology, *Race Relations, Racism, Secondary Education, *Social Discrimination, Teaching Guides, Teaching Techniques

The human relations teaching unit suggests materials and activities designed to sensitize students toward racial matters and group interaction of blacks and whites in American society. It is intended for use in an ongoing psychology or related course on the secondary level. The guide recommends that teachers remain neutral introducers of evidence which is to be weighed and evaluated by the students, who are consequently expected to move toward a goal of increased understanding. Units are included on such topics as Minorities and the Police, Minorities and the Employment Agency, The Kerner Commission Report, Discrimination, Freedom Riders, School Bus Incident, and Conditioned Helplessness. The lessons include directions for organizing role playing, field trips, visits by outside resource persons, data collection, volunteer activities, interviews, surveys, studies of ethnic characterizations and population characteristics, plus an extensive bibliography for further study by teachers. Each lesson includes a list of references, "Cautions" and "Follow-up" sections, and behavioral objectives. Step-by-step procedural instructions are given for lessons which are arranged on a one hour per day basis for a period of two weeks. (Author/DB)

ED 120 093 SO 009 028
Czerniak, Robert Jack

Geography and Geographic Education in the Introductory College Classroom.

Pub Date 74

Note—81p.; M.A. Thesis, Wayne State University

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Behavioral Objectives, Curriculum Evaluation, Educational Improvement, Geographic Concepts, *Geography, *Geography Instruction, Higher Education, Learning Activities

ties, Masters Theses, Problem Solving, Process Education, Social Science Research, *Student Centered Curriculum, Teaching Techniques

This thesis discusses learning and teaching in geography at the college level and presents one model of learning which could serve as the basis of an introductory college geography course. The author interprets and alters two learning models previously presented to the geographic community: one model, developed by William D. Pattison, involves learning and the other model, developed by David Harvey, deals with scientific explanation. The activity-oriented model, designed by the author, offers one mode of teaching as an example of an alternative approach to the lecture method or a content-oriented classroom. The activity—a regional problem involving map use—is described first in an idealized situation and then in actual classroom situations. The author states that all evaluations of the learning activity, the learning model, the students, and the instructor must consider whether the student has been allowed to become the central focus of the learning situation. The conclusion proffered is that the quality of geography education, as well as of people's understanding of themselves, others, and the world, will improve if the student rather than the subject becomes the focus of education. The appendix includes an activity evaluation form and a selected bibliography. (Author/DBB)

ED 120 094 95 SO 009 034
The Educational System of the German Democratic Republic: Education around the World.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-75-19116

Pub Date 75

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (stock No. 017-080-01408-4, \$0.45)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communism, *Comparative Education, *Educational Development, Educational Objectives, *Educational Practice, Educational Programs, Elementary Secondary Education, *Foreign Countries, Foreign Culture, Higher Education, School Organization, *School Systems, Vocational Education

Identifiers—*East Germany

This description of the educational system of the German Democratic Republic provides readers interested in comparative education with an overview of the system's organization, fundamental concepts, and objectives since the revision of its structure following World War II. Brief statistical information on the country and its people is followed by an introductory section on the historical developments leading to the establishment of the German Democratic Republic. After a summary of the basic aspects of its current educational system, more detailed descriptions of the various educational levels are provided, including (1) elementary and secondary education, (2) engineering institutes and technical schools, (3) higher education, and (4) teacher education. Educational influences outside the formal educational structure are also mentioned. Throughout the study educational terms in German are placed in parentheses following their English equivalents. When no precise English equivalent exists for a German educational concept, this is explained. A map and several graphs and tables serve to illustrate the text. A selected glossary of German educational terms and a selected reading list are provided at the end of the article. (MK)

ED 120 095 SO 009 038
Gillespie, Judith A. Lazarus, Stuart

Jobs and Engines: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—144p.; For related documents, see SO 008 957-972 and SO 009 039

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Case Studies, Class Activities, Course Content, Documentaries, Grade 12, *Industrial Structure, Instructional Materials, *Machinery Industry, Organizational Development, *Political Issues, *Political Science,

Politics, Secondary Education, *Social Studies Units, Work Environment
 Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This is the fourth unit to the 12th-grade second-semester "Comparing Political Experiences" course which focuses on specific controversial political issues. The unit analyzes the concept of political development by examining the Cummins Engine Company and employee job security during the company's growth into a multinational corporation. Using the documentary approach, the unit is divided into five student activities provided from a participant's eye view. The first activity presents information about the history of the engine company as a political system. Activity 2 introduces the concept of political development and the related ideas of mobilization and planning. It explains how the Cummins Company changed from a primarily elite-type structure to a primarily bureaucratic structure. In activity 3, students learn about the concept of penetration through a role-play exercise and then apply the concept to the expansion of the company into Mexico and India. Activity 4 focuses on the concept of interdependence through an examination of how the company has become interdependent with Mexico. Finally, activity 5 requires students to predict alternative futures for the company under different economic conditions. Each activity contains necessary student materials and discussion questions. (Author/DE)

ED 120 096 SO 009 039

Gillespie, Judith A. Lazarus, Stuart
 Jobs and Engines, Teacher's Guide: Political Issues. Comparing Political Experiences, Experimental Edition.

American Political Science Association, Washington, D.C.; Social Studies Development Center, Bloomington, Ind.

Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 75

Note—93p.; For related documents, see SO 008 957-972 and SO 009 038

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Case Studies, *Course Objectives, Documentaries, Grade 12, *Industrial Structure, Instructional Materials, International Organizations, Machinery Industry, Organizational Development, *Political Issues, *Political Science, Secondary Education, Skill Development, Social Studies Units, Teaching Guides, Teaching Procedures, Work Environment

Identifiers—*Comparing Political Experiences, High School Political Science Curriculum Project

This teacher's guide to unit 5 of the 12th-grade second-semester "Comparing Political Experiences" course provides specific objectives and instructional procedures for each of the five activities that focus on the case study of the Cummins Engine Company. In addition, the guide provides instructions for coordinating the use of the student text, audiovisual aids, and skill kit for the unit. The introduction includes a statement of the general rationale, knowledge objectives, analytical skill objectives, moral-reasoning skill objectives, participation skill objectives, instructional design and procedures, and evaluation materials for the course and the unit. A major objective of the study of the Cummins Engine Company is that it serves as an example of a system experiencing development. Learning about issues of growth and job security at Cummins establishes this concept of political development. In addition, the Cummins documentary provides information about work environments as political systems. Students observe the changing pattern of development in the multinational corporation and then may apply the concept to new and different situations. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

ED 120 097 SO 009 048

Wagoner, Jennings L., Jr.
 Thomas Jefferson and the Education of a New Nation. Fastback 73, Bicentennial Series.

Phi Delta Kappa, Bloomington, Ind.
 Pub Date 76

Note—44p.; For a related document, see SO 009 049

Available from—Phi Delta Kappa, Eighth and Union, P.O. Box 789, Bloomington, Indiana

47401 (\$0.50, discounts available for bulk orders)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Civil Liberties, *Colonial History (United States), Democracy, *Educational History, *Educational Needs, *Educational Philosophy, Elementary Secondary Education, Equal Education, Higher Education, Nationalism, Social Change, Social Problems

Identifiers—Bicentennial, Jefferson (Thomas)

Although Thomas Jefferson was not an educator, his concern with issues relating to education raised controversy during the founding years of the United States and these issues continue to be topics of serious debate today. Some are the relationship between public and private education, school administration, equal opportunity for education, and social reform through education. Jefferson's fundamental educational question was the nature and role of education in a new nation committed to principles of liberty and quality. The educational needs in the new United States as viewed by Jefferson are reflected in the education he obtained while becoming a statesman, his political activity, his acceptance of the Doctrine of Natural Rights, his perception of the role of education in a free society, and his establishment of the University of Virginia. Jefferson's educational contributions lie in the realm of the "why" of teaching, rather than the "how", and in initiating discussion of several controversial issues. (Author/ND)

ED 120 098 SO 009 049

Blinderman, Abraham

Three Early Champions of Education: Benjamin Franklin, Benjamin Rush, and Noah Webster. Phi Delta Kappa, Bloomington, Ind.

Pub Date 76
 Note—36p.; For a related document, see SO 009 048

Available from—Phi Delta Kappa, Eighth and Union, P.O. Box 789, Bloomington, Indiana 47401 (\$0.50, discounts available for bulk orders)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Colonial History (United States), *Educational History, *Educational Needs, *Educational Philosophy, Elementary Secondary Education, Equal Education, Higher Education, Knowledge Level, Language Development, Nationalism, Socialization, Social Problems, Western Civilization

Identifiers—Bicentennial, Franklin (Benjamin), Rush (Benjamin), Webster (Noah)

Franklin as a statesman, Rush as a physician, and Webster as a linguist and political commentator believed in a "general diffusion of knowledge" and wrote liberally on education. They sincerely believed in education as a civilizing agent, so all three helped found schools and colleges. Franklin's interests were educational philosophy; starting an academy school (vocational-technological); language; and female, black, and adult education. Rush was concerned with educational and political aims, elementary instruction, discipline, education of females and blacks, medical education, and higher education. Webster influenced educational aims, religious and moral education, female education, teaching, and the Americanization of English. Much of what they fought for is in effect today. (Author/ND)

ED 120 099 SO 009 056

Anderson, Charlotte C.

One Perspective on Sexist Texts.

Pub Date 76

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Discriminatory Attitudes (Social), Elementary Secondary Education, Females, Feminism, Males, Sex Role, *Sex Stereotypes, Social Attitudes, *Textbook Bias, Textbook Content, Textbooks

The purpose of this paper is to discuss the extent to which sexism exists in elementary and secondary textbooks. The findings of two recent studies of elementary and secondary textbooks are summarized and directed to four questions: Do textbooks describe the real world as females and males experience it in our society? Should textbooks describe the real world as females and males experience it? Can textbooks be nonsexist? Will we eliminate sexism in textbooks? The elementary textbook study indicates that boys are generally portrayed as active and girls as passive,

and that adult males have a large choice of occupational roles whereas adult females have a more limited choice. The secondary textbook study suggests that the majority of women in textbook indexes are included because of some relationship to a male. Although these images are representative of the present sexist mold of our society, care should be taken to use only those textbooks that show alternative male and female role models and the complexities inherent in each of these roles. Extreme sexism "consciousness" on the part of textbook authors and editors combined with active concern by citizens groups, teachers, and education organizations can produce good nonsexist literature. (Author/DBB)

SP

ED 120 100

SP 009 723

Lemlech, Johanna K.

Affective Involvement Instrument.

Pub Date 70

Note—4p.

Journal Cit—California Social Studies; p15-17 Fall 1970

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Affective Behavior, Affective Tests, Cognitive Processes, *Decision Making, *Decision Making Skills, Problem Solving, Students

The Affective Involvement Instrument (AI) describes and classifies affective involvement in the process of decision-making as it occurs during classroom activities such as role-playing or group discussions. The thirty-cell instrument behaviorizes the six processes involved in decision-making and combines them with the taxonomic levels of the affective domain. Each cell describes signs of decision-making from problem definition and valuing through the process of deciding, as the individual voluntarily expresses his position. The AI can be used to: (1) program involvement and dissonance to study attitude change; (2) describe, diagnose, and redesign teaching strategy; and (3) provide information for teacher self-evaluation. (Author)

ED 120 101 95 SP 009 825

Peck, Robert F.

Student/Teacher Interaction and Education Outcomes. SCIP No. 6.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—25p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, \$0.55 ea.; 10-99 copies, \$0.50 ea.; 100-999 copies, \$0.45 ea.; 1000 or more copies, \$0.40 ea.)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Cultural Factors, Educational Strategies, *Interpersonal Relationship, *Learning, Social Class, *Student Teacher Relationship, Teacher Influence

In this monograph, the author discusses eight propositions derived from research which support the contention that, to adequately measure student performance, research designs must be capable of measuring multiple outcomes simultaneously. The first proposition deals with this need to measure multiple outcomes. The second proposition states that students affect teacher behavior, just as teachers affect student behavior. Proposition 3 concerns cultural differences in the dynamics of learning and states that no single teaching style works equally well with all of these differences. Proposition 4 deals with the interaction of social class with instruction, in particular, the large learning gap between middle-class and working-class children. The fifth proposition states that the emotional adjustment of students often has a powerful effect on their learning. Proposition 6 presents the need for a logical model that examines the interacting effects of teaching strategies and student characteristics on multiple outcomes of instruction. In proposition 7, it is stated that the most effective learning system is one which identifies and addresses each student's particular intellectual and emotional needs. Proposition 8 states that the most difficult

step is putting a revised system into practice. In a final section, research needs in the area of student teacher interaction are discussed. (RC)

ED 120 102 SP 009 844
Hazard Analysis of Injuries Relating to
Playground Equipment.

Consumer Product Safety Commission, Washington, D.C.

Report No.—NIIC-1201-75-H005

Pub Date Mar 75

Note—73p.; Prepared by Bureau of Epidemiology Available from—U.S. Consumer Product Safety Commission, Bureau of Epidemiology, 1750 K Street, N.W., Washington, D.C. 20207 (No price quoted)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Accidents, Children, Death, *Equipment, *Injuries, Play, *Playground Activities, *Playgrounds, Recreational Activities

The U.S. Consumer Product Safety Commission estimates that from January 1, 1974 through December 31, 1974, approximately 118,000 persons received hospital emergency room treatment nationwide for injuries related to playground equipment. Of this estimate, approximately 45,000 injuries occurred on public playground equipment and approximately 41,000 on home playground equipment. Over three-fourths of the reported injuries involved children under 10 years of age. Lacerations, contusions/abrasions, and fractures accounted for 86 percent of the injuries. Nearly half of the injuries occurred to the head, and the injuries to the extremities comprised 41 percent of the total. More than two-thirds of the injuries occurring on home playground equipment involved swing sets. Climbing apparatus, slides, swings, and swing sets were each involved in from 25 to 35 percent of the injuries related to public playground equipment. In-depth studies of 83 public and 62 home playground-related injuries conducted since February 1973 indicated that the primary hazard pattern involved falls from the equipment. Other frequent patterns included instances in which the victim was struck with a moving piece of equipment; or an extremity was entrapped at a pivot or pinch point. Twenty-four death certificates showed that falls, hanging, and being struck by a moving part of the equipment were the most frequent causes of playground equipment deaths. (Author/RC)

ED 120 103 95 SP 009 854

Gollnick, Donna M. And Others

Multicultural Education and Ethnic Studies in the United States. An Analysis and Annotated Bibliography of Selected ERIC Documents.

American Association of Colleges for Teacher Education, Washington, D.C. Ethnic Heritage Center for Teacher Education.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Grant—G007501382

Note—179p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Annotated Bibliographies, Classroom Materials, *Ethnic Studies, *Instructional Materials, Minority Groups, *Teacher Education

Identifiers—*Multicultural Education

This book, an annotated bibliography and analysis, was produced by the Ethnic Heritage Center for Teacher Education of the American Association of Colleges for Teacher Education (AACTE) and the ERIC Clearinghouse on Teacher Education; it contains abstracts of documents from the ERIC system on multicultural education and ethnic studies. The main categories of documents are concept materials, classroom materials, curriculum materials, and program materials. Each entry includes an abstract, the ERIC ED number, the availability of the document (microfiche or hardcopy), and identification of the ethnic group being described or discussed in the document. The bibliography itself is preceded by a section reviewing the literature on multicultural education and is followed by an explanation of how the ERIC search was conducted and an analysis of the bibliography. A list of locations with ERIC microfiche collections and a glossary of ERIC terms complete the book, along with descriptions of the work of the Ethnic Heritage Center, ERIC and AACTE. (CD)

ED 120 104

Grady, Michael P.

Towards A Personalized Competency Referenced Model of Teacher Education.

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Objectives, Educational Philosophy, Higher Education, *Inservice Teacher Education, *Models, *Performance Based Teacher Education, Performance Criteria, *Preservice Education, *Program Descriptions, Resource Centers, Teacher Education

Identifiers—*Teacher Corps

This teacher education model is designed to assist inservice and preservice teachers in attaining their professional goals in a continuing program of self-improvement. The model is personalized in that it calls for the determination of competencies and objectives based on the individual teacher's philosophy of education. It is also individualized since the learning that takes place is self-paced. Finally, the model is flexible and can be used with preservice or inservice programs. There are five phases of the model: (1) philosophy, (2) rationale, (3) objectives, (4) mastery of competencies, and (5) evaluation. The five phases are guided by a collaborative section which serves to familiarize participants with influences that must be considered in developing one's philosophy, objectives, and competencies (e.g., that the teacher must function within a school district, dealing with students and parents). After recognizing the influencing factors and dealing with them in a collaborative manner, the participant is ready to begin the five phases of the model. (Appended are diagrams and an explanation of phases 3-5 of the model as well as information concerning the need for a resource center when implementing the model.) (Author/RC)

ED 120 105 95 SP 009 871

Movement Education. Bibliographies on Educational Topics No. 1.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Note—25p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Annotated Bibliographies, *Children, Dance, *Elementary School Curriculum, Exercise (Physiology), *Motion, Motor Development, *Physical Education

Identifiers—*Movement Education

This document is an annotated bibliography of material on movement education which is arranged into two sections: (1) General and Theoretical and (2) Programs and Guides. The material was obtained from a search of the ERIC data base and from other sources in health, physical education, and recreation. A brief introduction is included which presents three definitions of movement education currently in use. These include movement education (1) as one unit of a total program, (2) as synonymous with physical education and (3) as an all-inclusive view of both the art and science of human movement. (CD)

ED 120 106

Kottman, Roy M.

Building a Constituency for Research and Development. Occasional Paper No. 10.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date May 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Agricultural Colleges, *Agricultural Education, *Agricultural Research Projects, *Educational History, *Educational Legislation, Extension Agents, Farm Management, Farm Occupations, Federal Legislation, Land Grant Universities, Research and Development Centers, Rural Areas, Rural Extension

The topic of this lecture is building a base of support for research and development in agriculture. First discussed is some of the history of agriculture education in America, including (1) the Morrill Act, which gave public lands to states for agricultural colleges; (2) the Hatch Act, the purpose of which was to promote investigation, experiment, and dissemination of information on agricultural science, and (3) the Smith-Lever

SP 009 868

Act, which legislated matching funds for extension work to offer practical demonstrations, publications, and other instruction to the public. For approximately the past 100 years the building of a constituency for research and development in agriculture has progressed very slowly. Few students took agricultural courses at first, even when the American economy was largely rural. To build a constituency, research in agriculture must produce something of value to potential constituents, and the results of research must be communicated to them. Discussed are various methods of disseminating information, including publication or research findings, and participation in meetings of commodity organizations. Questions from the audience concern specific accomplishments of research and development in agriculture, ways in which the quality of life of Ohio farmers has improved, and priority-setting. (CD)

ED 120 107

Pittenger, John C.

A Governance Role for the State Agency: Consumer Advocate.

Pub Date 5 Feb 76

Note—17p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, Missouri, February 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Advisory Committees, *Board of Education Role, *Boards of Education, *Child Advocacy, *Educational Accountability, *Governance, Laymen, Performance Based Teacher Education, Public Officials, Public School Systems, Public School Teachers, Schools of Education, State Agencies, *Teacher Certification

All groups, from teachers to administrators to colleges and all other groups, tend to protect their own interests. Students, however, cannot form powerful groups to protect their own interests, and therefore, the state should have a role as advocate for children as consumers of education. Most states delegate the responsibility of providing an education to the board of education, which must decide what outcome will be desirable for students. Since the board must remain sensitive to public opinion and criticism, it is appropriate for it to have an ultimate voice in teacher certification. Schools of education, on the other hand, should have input but not final control because their perspective is limited. They tend, for instance, to overvalue course work and undervalue real life performance ability. Teachers should not exclusively regulate the profession either; if they have that power they will not use it in the public interest any more than doctors or lawyers do. A board of education is at least minimally accountable because the highest officer is usually elected or appointed. State boards should be composed of laymen, not professional educators. If a policy board of laymen is established to oversee the administrative agency and if opportunities are provided for the public to scrutinize the bureaucratic process, we will have the structures necessary to insure state responsiveness. (CD)

ED 120 108

Campbell, Lloyd P. Williamson, John A.

Teacher Control and School Size.

Pub Date [76]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Discipline, Discipline Policy, Discipline Problems, *School Size, *Secondary Education, *Secondary School Teachers, *Student Behavior, Surveys

This study examined the extent to which the size of school enrollment affects teacher control over discipline. The study was limited to high schools in Texas. Fifty high schools were randomly selected from each of five size classifications. A random sample of 750 Texas public high school teachers were selected for the study (150 from each category). Each of the 750 teachers was mailed a 41-item Linkert type survey instrument which was designed to reveal the degree to which they felt a loss of control over matters of student discipline. Responses were returned from 386 teachers. The study revealed that the size of school enrollment does not affect the teacher's perceived control over matters of student discipline; that is, there were no statistically significant differences among those teachers from each of the five high school classification categories.

ries. Analysis of the data further revealed no significant differences when considering the specific variables of teacher age, sex, teaching experience, and subject taught. (The survey instrument is included.) (RC)

ED 120 109 SP 009 880

Arnold, Daniel S. Goodloe, Audrey
How To Innovate Successfully.

National Education Association, Washington, D.C.

Pub Date 75

Note—16p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0945-2-00)

Journal Cit—Today's Education; Jan/Feb 1974

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Change Strategies, *Educational Change, *Educational Innovation, Educational Problems, Program Evaluation, School Role, Staff Role, *Success Factors

The amount of change that has occurred in schools is unimpressive when compared to the financial and human resources devoted to the change effort in recent years. A small number of innovations have succeeded—either by surviving in a "near-original" form or by leaving a residue of desirable change. The causal factors present in apparently successful attempts to significantly change school programs seems to be the following: (1) the innovation is a response to a locally recognized educational need or problem; (2) the relationship between the innovation and the problem is clear to administrators, teachers, policy-making boards, and parents; (3) the innovation is an appropriate response to the defined problem; (4) the local school is making a significant investment of resources in the project; (5) the school staff understands the rationale for the innovative program and is adequately prepared to perform the tasks required for its success; (6) supplementary services are adequate to support teachers in the classroom during the initial stages; (7) the evaluative criteria are appropriate to the innovation and are applied during the course of the program as well as at its conclusion; (8) the innovative program is started on a manageable scale; and (9) program leadership is capable and remains relatively unchanged throughout the implementation period. (Each of these factors is discussed in this pamphlet.) (PB)

ED 120 110 SP 009 881

Blaufarb, Marjorie
Equal Opportunity for Girls in Athletics.

National Education Association, Washington, D.C.

Pub Date 75

Note—11p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0943-6-00)

Journal Cit—Today's Education; Nov/Dec 1974

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletic Programs, *Females, *Physical Activities, *Physical Education, Secondary Education, Sex Discrimination, Sex Stereotypes, *Womens Athletics
Identifiers—Education Amendments 1972 Title IX

Although sex discrimination has been widespread in many areas of public school education, in no area has it been so blatant as in athletics. Much of the support for the posture that competitive athletics was morally and physically bad for girls came from the physical education profession itself and from the women in the profession. Misconceptions about anatomy and physiology and about the strength and endurance of females also played a part in fostering the idea that girls and young women were to be protected from vigorous activity. Discussion of the evils of competitive athletics and the undesirability of competition for girls is now irrelevant, however, since Title IX of the Education Amendments of 1972 prohibits persons from being excluded from educational programs and activities by reason of sex. So many changes have already occurred that Title IX will only accelerate changes that have already begun. Elementary physical education has made great advances in the past decade. Children are being taught early to be comfortable with

their bodies—to be agile and dexterous. In many areas of the country, high school girls now have opportunities to play in up to eight or ten sports at the varsity level. Generally, competitive play is organized through the high school activities associations, and there is little coeducational competition so far. It seems obvious that the time has come for enlarged programs for girls' sports and for informed parents to support them. (RC)

ED 120 111 SP 009 882

Burkett, Lucille M.

Sex Equality in Physical Education and Athletics.

Pub Date 22 Feb 76

Note—14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Athletic Coaches, *Athletic Programs, *Equal Education, *Federal Legislation, Individual Development, Motion, Motor Development, *Physical Education, Physical Fitness, *Sex Discrimination

Identifiers—*Education Amendments 1972 Title IX, Movement Education

Title IX legislated, among other things, equal educational opportunities for boys and girls in physical education. Although there are many practices which discriminate against girls' sports, and it is important to correct these, Title IX really calls for a fundamental change in all physical education programs to give each individual child the best possible opportunities for acquiring motor skills. Children need varied kinds of movement for both psychological and physical reasons. Male coaches too often teach a limited range of sports based on the sports they engaged in in college, while women gym teachers have frequently had too little exposure to competitive sports. A balance between the two is needed. Furthermore, in theory, physical education instruction for all is the main concern, with interscholastic competition an additional component. In practice, however, less emphasis is given to providing an instructional program geared to the needs of all students. Education is clearly necessary, and teachers must be involved in the change process, both in terms of devising a framework for a new curriculum and in examining the basic goals in their programs. Instructors should realize how crucial it is for people to learn to move effectively, since life cannot proceed without movement, and to upgrade their physical education programs according to the requirements of Title IX. (CD)

ED 120 112 SP 009 883

McCoron, June McCune, Shirley

A Teacher's Perspective on Six Social Issues.

National Education Association, Washington, D.C. Teacher Rights Div.

Pub Date 74

Note—38p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 8106-6657-X)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Economic Change, *Educational Problems, Educational Quality, Environmental Education, Global Approach, Justice, Race Relations, Sex Role, *Social Problems, *Surveys, *Teacher Attitudes, *Teacher Role, *Workbooks, World Problems

This is a workbook prepared by the National Education Association (NEA) and based on the 1973 NEA Social Issues Survey, which was sent to a sample of NEA's membership and leadership in 1975. The workbook is organized into six sections—one for each issue—and concludes with "Action Steps for Teachers," an overview giving specific steps on how teachers can help resolve these six social issues. Each section begins with an examination of the various ways of seeing the issue. Next, the responses of those who were polled are included. This is followed by a general discussion on the issue's implications for the teacher and the classroom. Lastly, each section contains an exercise to help the individual teacher confront the issue with his/her students, with education associations, and with other groups. The issues covered are (1) achieving quality education, (2) a healthy environment, (3) racial and ethnic justice, (4) sex role, (5) economic justice, and (6) world community. (CD)

ED 120 113 SP 009 884

The International Transfer of Microteaching Programmes for Teacher Education.

Organisation for Economic Co-operation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—79p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Education, *Cooperative Programs, Foreign Countries, *Microteaching, *Multimedia Instruction, Pilot Projects, *Teacher Education, *Training Techniques

Identifiers—*International Transfer

This is a report of one of the Center for Educational Research and Innovation's (CERI) pilot studies in international transfer. The report states that the international transfer of learning systems involves a process whereby a learning system, a curriculum project, or an educational practice is introduced and implemented in a cultural and instructional setting other than that for which it was originally designed. The subject of this report is a microteaching transfer project involving "Minicourses," which were developed in the United States at the Far West Laboratory of Educational Research and Development. The participants in this study included educators from the United States, Norway, Great Britain, Sweden, West Germany, and Japan. This report contains information on (1) CERI's activities, (2) the initial stages of the microteaching transfer project, (3) the initial transfer processes, (4) the research and development process, and (5) the summary and conclusions of the microteaching transfer study. It is stated that the major conclusions of the microteaching pilot study is that in six of the seven countries which initially elected to participate, the transfer effort appears to have been successful. (RC)

ED 120 114 SP 009 885

The Iowa Governance Packet. Workbook and Resource Book.

Iowa State Education Association, Des Moines.

Spons Agency—National Education Association, Washington, D.C.

Pub Date Jun 75

Note—148p.; Not available in hard copy due to marginal legibility of original document

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Boards of Education, *Educational Accountability, *Educational Administration, Educational Planning, Educational Responsibility, *Governance, *Policy Formation, School Administration, *Teacher Associations, Teacher Attitudes, Teacher Morale, Workbooks

The first part of this learning package is a workbook designed to help teachers understand the concept of self-governance and appreciate the position that professional self-regulation is necessary to serve educational goals and teacher needs. Five units explore different aspects of the issue through pretest questions and answers, instructional objectives, assigned readings, role-playing exercises, brain-storming exercises, and other assigned tasks. The units cover (1) the meaning of self-governance; (2) arguments in opposition to self-governance; (3) self-governance in Iowa and elsewhere; (4) the relationship between self-governance and teacher needs, commitment, and accountability; and (5) the attitudes of various sectors of the educational community toward self-governance. A final test is provided to assess the reader's knowledge of the material covered. Although the goal of the packets is to present self-governance in the most positive light, opposing arguments are also explored. The second part of the learning package is a resource book which contains newspaper clippings, articles, and stories to be read in conjunction with the assignments in the workbook. (CD)

ED 120 115 SP 009 886

Mueller, C. E., Ed.

National College Physical Education Association for Men. Proceedings of Annual Meeting (74th, Portland, Oregon, December 27-30, 1970).

National Coll. Physical Education Association for Men.

Pub Date Dec 70

Note—367p.; Not available in hard copy due to print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, Foreign Relations, *Higher Education, History, Interscholastic Programs, Intramural Athletic Programs, Philosophy, *Physical Education, Research, Sociology, Teacher Education, Teaching

In addition to the special addresses, the proceedings contain speeches on (1) research, (2) international relations, (3) intercollegiate athletics, (4) the history of sport, (5) teacher education, (6) basic instruction, and (7) intramural athletics. In the area of research, papers on philosophical, experimental, sociological, and historical research and research theory, and teaching research are presented. Also presented in the proceedings are the president's report, financial reports, minutes from the last meeting, and reports from the standing committees, the president's committees, and the joint committee. Lists of NCEAM members, committee members, and officers are included, along with the NCEAM constitution and by-laws, and a statement on NCEAM policies. (PCB)

ED 120 116 SP 009 887

Mueller, C. E., Ed.

National College Physical Education Association for Men. Proceedings of Annual Meeting (76th, Pittsburgh, Pennsylvania, January 6-9, 1973).

National Coll. Physical Education Association for Men.

Pub Date Jan 73

Note—213p.; Not available in hard copy due to print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, *Athletics, Foreign Relations, *Higher Education, History, Interscholastic Programs, Intramural Athletic Programs, *Physical Education, *Research, Teacher Education, Television Viewing

In addition to the presidential address and the general session address ("Aesthetics and Kinesthetics: Meditations on Metaphysical Education: or, Graffiti in the Gamespace"), the proceedings contain speeches on the following topics: (1) intercollegiate athletics, (2) the history of sport, (3) teacher education, (4) basic instruction, (5) intramural athletics, (6) research, and (7) international relations. Some of the material presented in the research area includes papers on the use of television in physical education, phenomenological research in physical education, and viewing violent sports and aggression. A record of NCEAM presidents and a list of NCEAM members are also included. (PB)

ED 120 117 SP 009 888

National College Physical Education Association for Men. Proceeding of Annual Meeting (72nd, Durham, North Carolina, January 8-11, 1969).

National Coll. Physical Education Association for Men.

Pub Date Jan 69

Note—273p.; Not available in hard copy due to print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, *Clubs, Foreign Relations, *Higher Education, History, Interscholastic Programs, Intramural Athletic Programs, *Physical Education, *Research, Teacher Education

In addition to the special addresses presented, the proceedings contain speeches on the following topics: (1) basic instruction, (2) intramural athletics, (3) research, (4) foreign relations, (5) intercollegiate athletics, (6) the history of sport, and (7) teacher education. Some of the papers presented in the research section include sport and personality dynamics, and self-concept, aspiration level, and performance of competitive collegiate golfers. In the area of intramural athletics the pros and cons of sports clubs were discussed. These proceedings also include the president's report, financial reports, minutes from the last meeting, and reports from the standing committees, the president's committees, and the joint committee. Lists of NCEAM members, committee members, and officers are presented as well as the NCEAM constitution and by-laws, and NCEAM policies. (PCB)

ED 120 118

Mueller, C. E., Ed.

National College Physical Education Association for Men. Proceedings of Annual Meeting (75th, New Orleans, Louisiana, January 9-12, 1972).

National Coll. Physical Education Association for Men.

Pub Date Jan 72

Note—305p.; Not available in hard copy due to print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, *Athletics, Foreign Relations, *Higher Education, History, Interscholastic Programs, Intramural Athletic Programs, *Physical Education, Physical Fitness, *Research, Teacher Education, Teaching

In addition to the presidential address and the general session address ("Does Sport and Physical Activity Have a Future in Education?"), the proceedings contain speeches on the following topics: (1) international relations, (2) intercollegiate athletics, (3) the history of sport, (4) teacher education, (5) basic instruction, (6) intramural athletics, and (7) research. Some of the material presented in the research section are papers on the student as sport consumer, physique and performance, and the cognitive domain and the teaching of physical education. The president's report, financial reports, minutes from the last meeting, and reports from the standing committees, the president's committees, and joint committees are then presented. The NCEAM constitution and by-laws and NCEAM policies are included in these proceedings as well as lists of NCEAM members, officers, and committee members. (PB)

ED 120 119 SP 009 890

Gedvilas, Leo L., Ed.

National College Physical Education Association for Men. Proceedings of Annual Meeting (77th, Kansas City, Missouri, December 26-29, 1973).

National Coll. Physical Education Association for Men.

Pub Date Dec 73

Note—251p.; Not available in hard copy due to print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, *Females, Higher Education, Leadership, Leisure Time, *Negroes, *Perceptual Motor Coordination, *Physical Education, Teacher Education, Womens Athletics

In addition to the presidential address and the general session address ("The Role of Physical Education in Higher Education"), the proceedings contain speeches on the following topics: (1) sport and leisure (including presentations on blacks and women in sports); (2) professional preparation; (3) educational leadership; and (4) perceptual-motor development. Also included in the proceedings are the president's report, a financial report, minutes from the previous meeting, and reports from the standing committees, joint committees, president's committees, and ad hoc committees. Lists of NCEAM presidents and members are also included. (PB)

ED 120 120 SP 009 891

Education R and D Information. Case Studies.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 75

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Educational Development, *Educational Research, Foreign Countries, *Information Dissemination, Information Networks, *Information Systems, Information Utilization, *Research and Development Centers, Researchers, Research Problems, *Research Utilization

The Council of Europe's Documentation Center for Education in Europe sponsored case studies of research and development information systems for education in Finland, France, Switzerland, and the United Kingdom. The resulting case studies are each divided into the following six sections: (1) the problem of information and documentation in educational research and development; (2) the relation between the information and documentation problem and the design of research and development; (3) constituent parts (transmitters, receivers, and linking

personnel and functions); (4) the network; (5) information structures and information processing; and (6) special problems as regards the Euclid project (a trans-European cooperative information system). An introductory paper (which is divided into the same topics as the case studies) and a concluding section compare problems and procedures in the different countries and offer general observations about research and development. The French and Swiss studies are in French, while the studies from Finland and the United Kingdom are presented in both French and English. (CD)

ED 120 121 SP 009 892

Hedges, Larry V.

Personalized Introductory Courses: A Longitudinal Study. OASIS Research Report No. 1.

California Univ., San Diego.

Pub Date Dec 75

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Biology Instruction, Chemistry Instruction, *Higher Education, *Individualized Instruction, Physics Instruction, Science Courses, Science Education, *Science Instruction, Sciences, *Undergraduate Students

Identifiers—*Personalized System of Instruction

This study investigated the long term effects of the Personalized System of Instruction (PSI) method at the University of California, San Diego. Groups of 139 and 137 undergraduate students took three physics courses taught by either the PSI method or the lecture/discussion method. Students from these groups were compared in two subsequent chemistry courses and a subsequent biology course. The chemistry and biology courses were taught using lectures and discussion sections. The PSI group achieved significantly higher grades in both the physics courses and the subsequent courses. The fact that the PSI students achieved higher grades in the subsequent lecture courses seems to indicate that they were not at a disadvantage because of the earlier PSI courses. The junior year major area grades of students who majored in applied mathematics and engineering sciences, biology, chemistry, and physics were also compared. In each case, the PSI group achieved significantly higher grades. For each comparison, the mean high school grade point average, SAT scores, and freshman university grade point average were used to verify that no selected attrition had occurred. (Author/RC)

ED 120 122 95 SP 009 893

Smith, Eldon Cole

A Latitudinal Study of Pre-Service Instruction in Flanders' Interaction Analysis Categories.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 76

Note—116p.; Ed.D. Dissertation, Arizona State University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Classroom Communication, *Classroom Observation Techniques, *Inservice Teacher Education, *Interaction, *Interaction Process Analysis, Preservice Education, Student Participation, Student Teachers, Teacher Behavior, *Teacher Response, Teaching Techniques, Verbal Communication

Identifiers—*Flanders Interaction Analysis Categories

The purpose of the study was to determine whether differences in verbal interaction existed between study teachers and first, second, and third year teachers with preservice instruction in Flanders Interaction Analysis Categories (FIAC) and a comparison group without such instruction. (TIAC is a system of 10 categories which classifies verbal interaction in the classroom as either contributing to or interfering with student autonomy.) Preservice instruction in FIAC involved 13 hours of practice in recording interaction behaviors, constructing and interpreting matrices, and developing indirect teaching skills. The findings indicated a positive relationship exists between preservice instruction in FIAC and subsequent verbal interaction during student teaching and first, second, and third years of teaching experience. Few persistent trends could be identified demonstrating a consistent difference (either direct or indirect) continuing from student teaching through the third year of teaching experience. However, student teachers and first, second and third year teachers with

preservice instruction in FIAC consistently utilized more modified indirect influence, and more extended use of student ideas. In contrast, the comparison group exhibited more direct teacher response to student talk (with the exception of second year teachers) and more student talk (with the exception of first year teachers). (CD)

ED 120 123 SP 009 894

Nations, Jimmy E., Ed.

Learning Centers in the Classroom.

National Education Association, Washington, D.C.

Pub Date 76

Note—51p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0802-8-00, \$2.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Centers of Interest, *Classroom Arrangement, Cultural Awareness, Economic Education, *Elementary Education, Foreign Countries, Grammar, *Individualized Instruction, Learning Activities, *Learning Laboratories, Mathematics Instruction, Microscopes, Space Utilization, Teaching Methods

This report in the National Education Association's "Developments in Classroom Instruction" series presents seven detailed descriptions of models for elementary-level classroom learning centers. It presents lists of materials, suggestions for the placement of equipment, study plans, and evaluation guides for learning centers in a variety of subject areas. The subject areas include microscopes, telling time, China, adjectives, human awareness, mathematics, and economics. Detailed illustrations support the descriptions of each learning center with renderings of spatial placement. The report also contains a general discussion of learning centers which focuses on their effectiveness in learning and teaching. This is followed by suggestions on establishing and using learning centers. A short annotated bibliography is also included. (CD)

ED 120 124 88 SP 009 896

Forces for Change in Illinois Schools.

Illinois State Office of Education, Springfield.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Career Education, Curriculum, Dropout Programs, Early Childhood Education, *Educational Programs, Environmental Education, Inservice Teacher Education, *Program Content, *Program Descriptions, Pupil Personnel Services, Special Education

Identifiers—*Elementary Secondary Education Act Title III, ESEA TITLE III, Illinois

This booklet contains a listing of Elementary and Secondary Education Act, Title III projects in the State of Illinois. Each listing contains (1) the title of the project, (2) the administrative district, (3) the superintendent, (4) the project director, (5) the year of the project, (6) the amount of the grant, (7) a description of the project, and (8) comments from various sources about the project. Also included is a supplement which contains a listing of phased-out projects and new fiscal year 1975 projects. (RC)

ED 120 125 SP 009 897

Schumacher, Sally

Research Methods for Educational Decision-making: An Alternative Approach to Teaching Introduction to Educational Research.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Decision Making, *Educational Research, Educational Researchers, Higher Education, Models, *Research Methodology, *Research Skills, Scientific Research, *Social Science Research, Textbooks

Introductory educational research courses are often based on the scientific model of research derived from natural science. Scientific research using theoretical constructs and measurement of variables establishes a body of verified knowledge through replication of experiments. The concep-

tualization of the introductory research course presented in this study is one based on a decision-making model of research derived from social science. This approach has been field-tested six times on 267 students in various M.Ed. programs. The two major objectives are for students to become aware of the field of educational research and to develop basic skills in research for educational decision-making. Five major findings emerged from this case study: (1) students learn basic research concepts through conducting a study for educational decision-making; (2) students learn the total research process; (3) decision-making research must be formally taught and contrasted to scientific research; (4) educational leaders should become familiar with the field of educational research before taking courses in specific methodologies, research designs, or statistics; and (5) introductory educational research textbooks and materials should include both decision-making and scientific models of research so that educational leaders gain further insights into research processes and multiple uses of research. (Author/CD)

ED 120 126 SP 009 898

Dunlop, David L. Fazio, Frank

The Role of Abstract Preferences in Determining Student Behavior in Problem Solving Tasks Within a Piagetian Framework.

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the National Science Teachers Association (24th, Philadelphia, Pennsylvania, March 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Abstract Reasoning, *Cognitive Ability, Cognitive Development, Cognitive Processes, *Logical Thinking, *Problem Solving, Task Analysis, *Thought Processes

Identifiers—*Piagetian Theory

Preference scores were determined for several different groups of students ranging in age from seven to adult. In addition, instruments were administered to determine the cognitive level at which the students were capable of functioning. Comparisons between the students' cognitive level and preferences were made. The results indicated that the students' preference to a method of solving a problem was independent of the cognitive level of development. However, the data support the premise that preferences may be task dependent. Children who are only capable of functioning at the concrete level of operations frequently prefer to attempt to solve problems in a manner through which they are not capable of success. Further, formal operational children frequently prefer to solve problems in a concrete manner. A possible explanation is that they feel that the concrete mode will either be easier or more fun; additional research, however, will be needed to confirm this explanation. Another aspect of these studies compared the manner in which students actually began to solve a problem with a previously stated preference. It was found that the overall "consistent score" for both groups was similar; formal students, however, were generally more successful in solving the problems. (References and tables are included.) (Author)

ED 120 127 SP 009 899

Snider, Sarah J. Butefish, William L.

Student Teaching Behaviors Identified by a National Jury as Indicators of Success in Sixteen Competency Areas.

Pub Date 76

Note—23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (56th, St. Louis, Missouri, February 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Objectives, Performance, *Performance Based Teacher Education, *Performance Criteria, *Student Teachers, *Student Teaching, Surveys, *Teacher Behavior, Teacher Education, Teaching Skills

This study identified specific student teacher behaviors which could indicate success in 16 teaching competency areas. Part I of the study, completed by student teaching supervisors, resulted in the identification of the student teaching behaviors considered to be indications of success in each of the 16 competency areas. Part 2 resulted in the identification of primary and secondary behaviors selected according to mean and modal ratings of the behaviors compared in part 1. The behaviors identified were in-

cluded under the following 16 competency areas: (1) open and flexible teaching personality, (2) proper perspective of teaching-learning situations, (3) adequate health and vitality, (4) effective voice and speech patterns, (5) ability to work cooperatively with other staff members, (6) ability to profit from feedback, (7) maturity of judgment and ability to make realistic decisions, (8) command of subject matter, (9) competence in preparing effectively for lessons, (10) competence in classroom management, (11) competence in performing a variety of critical teaching tasks, (12) competence in evaluation students, (13) competence in motivating learners, (14) fair and just attitude in dealing with students, (15) competence in the clinical approach to misbehavior, and (16) commitment to student teaching. (All of the behaviors for each of the competency areas are listed in the report.) (RC)

ED 120 128 SP 009 900

Fox, Carol

Ways and Means to Learning Centers.

Note—5p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Centers of Interest, Elementary Education, *Individualized Instruction, Individualized Programs, *Information Centers, *Instructional Materials Centers, Learning, *Learning Laboratories, Programmed Instruction, *Skill Centers

A learning center is one area of a classroom that contains a collection of programmed activities and materials which can be used either to teach, reinforce, or enrich a skill or concept, or to provide information. Learning centers are a tool to individualization and can be of types: (1) a skill learning center or (2) an information learning center. A skill center is designed to enrich, reinforce, or teach a skill or a concept, while the main purpose of an information center is to provide the student with information and/or to enrich a skill or concept. Organization of learning centers is one of the common concerns of teachers as they work with this approach. There are many plans, and the best plan is the one that is most appropriate for the learning styles and needs of the students. The teaching style of the instructional leader should also be considered. Regardless of which plan is used, the teacher should begin use of the learning center slowly. Learning centers can be a beneficial venture for both the teacher and the student, and there are many resources available which can be of help to teachers as they work with learning centers. (A list of suggested readings is included.) (RC)

ED 120 129 SP 009 901

Ford, Richard

Third Party Teacher Evaluation: A Collaborative Design for Instructional Leadership.

Pub Date Mar 75

Note—11p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, Louisiana, March 14-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Decision Making, *Interviews, *Student Attitudes, *Student Participation, *Student Teacher Relationship, *Teacher Evaluation, Teacher Improvement

Administrators' classroom observation of teachers makes most teachers angry or fearful. An insufficiently used alternative method of obtaining a valid analysis of a teacher's abilities is to get objective information from the students themselves. This can best be done by a third-party interviewer who is not in a position of authority over either the teacher or the students. This person can randomly select approximately five students for an interview session of about one hour. He/she might first ask the students to share things they appreciate about the teacher, then ask them to cite problem areas. A general discussion should follow in which the teacher takes part. Three weeks later a second interview should be held with another group of randomly selected students. Often it is found that either the students or the teacher have subtly changed their behavior in the intervening weeks. The best way to wrap up the process is for the interviewer and teacher to meet a third time without students and for them to document what happened during the process. This kind of teacher evaluation fosters student involvement and trust in their own education, and is likely to win their respect because it offers the

opportunity to improve their own conditions as involuntary recipients of teaching. (CD)

ED 120 130 SP 009 902

Browde, Joseph A.
Church and School: Continuing Similar Concerns.
Pub Date Dec 75

Note—11p; Paper presented to Raleigh Torch Club (Raleigh, North Carolina, December 11, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Clergymen, *Education, *Educational Economics, *Educational Innovation, Effective Teaching, *Professional Recognition, *Religion, Teachers, Teaching

This paper addresses three concerns in which both churches and schools have a continuing interest. The first pertains to the nature of professional status and the struggle of both the ministry and of education to gain it. Problems involved in assuming the same are delineated. The second concern deals with economic issues that create difficulties for churches and schools in carrying out their specific purposes. The third involves the two philosophical concerns of change and effectiveness in teaching and their implications for both schools and churches. A conclusion follows which stresses the existence of these concerns and the challenge to confront them. (Author)

ED 120 131 SP 009 903

Instructor's Manual for Inservice Training.
National Association of Educational Secretaries, Arlington, Va.

Pub Date 73

Note—87p.

Available from—National Association of Educational Secretaries, 1801 North Moore Street, Arlington, Virginia 22209 (\$4.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Evaluation, *Inservice Education, Learning Processes, Physical Facilities, *Professional Training, Questioning Techniques, Student Motivation, *Teacher Role, Teaching Methods

This book is designed to aid instructors or potential instructors in presenting information in an inservice training session so that it will be meaningful to all concerned. The book contains general information on the learning process, motivation of the student, methods of instruction, and physical facilities, and training aids, as well as control of the group, and questioning techniques. There are also chapters dealing with the role of the instructor, the instructor's speaking voice, and evaluation of the session. Appended are (1) a topical outline, (2) an instructor's manuscript (lesson outline), (3) a checklist for planning a lesson, (4) suggested table and seating arrangements, (5) how to prepare items for flannel boards, (6) how to make instruction easy to follow, (7) how to make use of group dynamics in teaching, (8) a list of what makes a good instructor, (9) handling class response, and (10) forms for student evaluation of a course. (RC)

ED 120 132 95 SP 009 904

Borich, Gary D. And Others

An Evaluation of the Personalized Model of Teacher Training. Final Report.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Contract—NE-C-00-3-0066

Note—221p.

EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage

Descriptors—Attitudes, Attitude Tests, *Effective Teaching, Higher Education, *Personality Assessment, Personality Tests, Preservice Education, *Student Teachers, Student Teaching, *Teacher Education, Video Tape Recordings
Identifiers—*Personalized Teacher Education Program

This study examined the effects of the traditional and personalized approaches to teacher training as they affect teaching behavior and pupil evaluations of teaching. It also identified interactions between training approaches and the personality and attitudes of the prospective teacher. Seventy-seven teacher trainees at the University of Texas were selected to participate in the study. Thirty-nine of these students voluntarily participated in a personalized teacher edu-

cation (PTE) program, while the remaining 38 students voluntarily participated in a traditional program. Both programs included university work, classroom observation, and practice teaching. The PTE program also consisted of (1) repeated counseling sessions, (2) the differential assignment of instructional tasks and activities based on the specific attitudinal and personality characteristics of the prospective teacher, (3) self-observation of teaching behavior through videotaping, and (4) affective feedback and assignment of tasks and activities related to the self-observation. Personality and attitude scales were administered to students in both programs on entry into training. Teaching effectiveness variables were measured at the end of the practice teaching semester. The program differences for observed teaching behavior and for the student teachers' perception of their training program indicated that the PTE program was producing behavior change in the desired direction. (RC)

ED 120 133 95 SP 009 905

Alberty, Beth, Ed. Dropkin, Ruth, Ed.

The Open Education Advisor.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—97p.

Available from—The Workshop Center for Open Education, 6 Shepard Hall, City College, 140th Street and Convent Avenue, New York City 10031 (\$3.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—*Consultants, *Consultation Programs, *Open Education, Professional Personnel, *Professional Services, Technical Assistance

Identifiers—New York (New York), *Open Corridors

This booklet describes the work of the City College Advisory Service to Open Corridors, a New York City public school program committed to changing schools in ways that will better support children's own spontaneous patterns of learning. In part 1 of the booklet, the advisors describe how they proceeded to educate themselves for the advisory role they undertook, and how they worked with teachers, children, administration, parents, and the community. The facts and figures of the advisors' efforts in a single district are reported in part 2. The information for this part was taken from the memos and logs submitted to the Director of the Advisory Service. In part 3 the spread of Open Corridors' philosophy and expertise through former advisors who have gone to new assignments is described. Finally, the future of the advisory role is discussed in part 4. (RC)

ED 120 134 SP 009 906

Katch, Victor L.

Exercise and Weight Control.

Pub Date 75

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Body Weight, Calorimeters, Diseases, *Eating Habits, *Energy, *Exercise (Physiology), Food, Physical Fitness, *Physical Health

This paper describes a number of factors which go into determining weight. The paper describes what calories are, how caloric expenditure is measured, and why caloric expenditure is different for different people. The paper then outlines the way the body tends to adjust food intake and exercise to maintain a constant body weight. It is speculated that obese people have a regulatory mechanism which makes them eat more than they need. The paper then evaluates exercise as a means of modifying body weight, but cautions that there must be sound medical reasons to maintain a person at a caloric deficit. Diseases caused or exacerbated by obesity are listed. Norms of ideal weight are then discussed, and it is pointed out that individuals may have different biological set-points regardless of absolute weight. Finally, the paper describes procedures which accurately measure body fat. References are included. (CD)

ED 120 135

Gedvilas, Leo L., Ed.

National College Physical Education Association for Men. Proceedings of Annual Meeting (78th, Phoenix, Arizona, January 9-12, 1975).

National Coll. Physical Education Association for Men.

Pub Date Jan 75

Note—284p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—*Athletics, Females, *Higher Education, *Leisure Time, Philosophy, *Physical Education, *Professional Training, Research, Violence

In addition to the presidential address and the general session address (concerning barriers to communication and how they relate the physical education), the proceedings contain speeches in the areas of (1) research, (2) sport and leisure, and (3) professional preparation. Some of these include presentations on (1) contributions to thought on physical education by selected contemporary educational philosophers, (2) women in sports, (3) sport violence, and (4) educational programs in athletic training. Also presented in the proceedings are the president's report, financial reports, minutes from the last meeting, and reports from the standing committees, the president's committees, and the joint committees. Lists of NCEAM members, committee members, and officers are included, along with the NCEAM constitution and by-laws. (Author)

ED 120 136 SP 009 908

Mueller, C. E., Ed.

National College Physical Education Association for Men. Proceedings of Annual Meeting (73rd, Chicago, Illinois, December 27-30, 1969).

National Coll. Physical Education Association for Men.

Pub Date Dec 69

Note—236p; Not available in hard copy due to print size of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, Computer Assisted Instruction, Foreign Relations, *Higher Education, History, Intercollegiate Programs, Intramural Athletic Programs, *Physical Education, *Research, Teacher Education

In addition to the special addresses, the proceedings contain speeches on (1) research, (2) intramural athletics, (3) international relations, (4) intercollegiate athletics, (5) the history of sport, (6) teacher education, and (7) basic instruction. The research section includes presentations on computer simulation in athletic performance, manifest anxiety and physical fitness, and the values of physical education. Also presented in the proceedings are the president's report, financial reports, minutes from the last meeting, and reports from the standing committees, the president's committees, and the joint committee. Lists of NCEAM members, committee members, and officers are included, along with the NCEAM constitution and by-laws, and a statement on NCEAM policies. (PCB)

ED 120 137 SP 009 909

Smyth, John P.

Modifying Activities for Title IX.

Pub Date Mar 76

Note—13p; Paper presented at Southern District American Alliance for Health, Physical Education and Recreation Convention (March 18-21, 1976); Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletic Programs, Athletics, *Coeducation, Intramural Athletic Programs, *Physical Development, *Physical Education, Play, Sex Discrimination, Skill Development, *Women's Athletics

Identifiers—*Title IX

The question of how to modify athletics programs according to Title IX specifications can be resolved by examining the basic reasons why play and sport are necessary. These reasons range from relaxation and catharsis to learning and competence seeking. Specific programs, then, should be tailored to fulfilling this broad range of needs, and organized in a logical progression that provides variety and mastery. Co-recreational activities are not new, and there are many sports which can be easily performed by both girls and

boys, a lways taking into consideration interests and physical capacities. Intramurals administrators who involve students in decisions about co-ed athletics will be able to devise programs that are both acceptable in legal terms and satisfactory to students. (A bibliography and outline of sports modified for co-ed purposes are included.) (CD)

ED 120 138 SP 009 910

The Research Unit Handbook.
Bristol Univ. (England). School of Education.
Pub Date 76

Note—31p.; Some pages may not reproduce clearly due to marginal quality of original copy

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Computer Assisted Instruction, Educational Innovation, *Foreign Countries, Language Development, Preschool Children, Reading Instruction, Reading Readiness, *Research Projects, Teacher Associations, Teachers Identifiers—*England

This handbook describes research projects of the School of Education, University of Bristol. Eight current projects are briefly described, and references are listed for each. These projects include (1) a pilot project working with probationary teachers, (2) a study of teachers' support agencies, (3) a longitudinal study of language development in preschool children, (4) a study on reading readiness and reading instruction, (5) a study of local education authority advisers and educational innovation, (6) a replication of the Coleman Study, (7) a project to develop independent learning materials, and (8) research on emotional effects of the menstrual cycle in adolescent girls. The handbook then describes two past research projects; one on the administrative tasks of head and senior teachers in large secondary schools, and the other on supervision and student learning in relation to school experience. The handbook also discusses the School of Education's efforts to involve teachers in small research projects. Finally, computer activities in the School of Education are described, and a list of reports and papers available from the School of Education is presented. (CD)

ED 120 139 SP 009 912

Zeigler, Earle F.
Historical Perspective on Contrasting Philosophies of Professional Preparation for Physical Education in the United States.

Pub Date 11 May 74

Note—32p.; Paper presented at the Meeting of the North American Society for Sport History (London, Ontario, Canada, May 11, 1974)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Athletics, Higher Education, History, Philosophy, *Physical Education, *Professional Education, *Teacher Education

This paper offers some historical perspective on contrasting philosophies of professional preparation for physical education in the United States. The paper is divided into five parts, the first of which presents a brief historical review of professions in general, and teaching in particular. The second part is a summary of professional preparation for physical education in the United States, with emphasis on selected persistent problems. An enumeration of selected problem areas in physical education teacher education that seems to imply adherence to specific stances within educational philosophy is presented in the third part. The fourth part is a comparative analysis of the philosophical stances underlying the contrasting positions within professional preparation for physical education. The final part contains six recommended criteria for a philosophy of professional preparation for physical education. A bibliography is also included. (RC)

ED 120 140 SP 009 913

Zeigler, Earle F.
A Brief Analysis of the Ordinary Language Employed in the Professional Preparation of Sport Coaches and Teachers.

Pub Date May 74

Note—15p.; Paper presented at the Pre-Convention Sessions of Physical Education and Sport Sessions held in conjunction with the Canadian Association for Health, Physical Education, and Recreation Convention (Ottawa, Ontario, May 27-28, 1974); Light print areas

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Athletic Coaches, *Athletics, *Definitions, *Language, Linguistics, *Physical

Education, Professional Education, *Semantics, Teachers

In this paper, the author states that certain problems that have typically beset those concerned with professional preparation in physical education are caused by linguistic confusion. For this reason, he undertook a study in which he applied the Austinian technique of analyzing ordinary language to terms that are typically employed in the professional preparation of coaches and physical education teachers. These terms include (1) fact, (2) knowledge, (3) understanding, (4) ability, (5) competency, (6) skill, (7) appreciation, (8) attitude, (9) experience, (10) problem, (11) resource areas, and (12) function. The paper describes the limitations of the study and examines related literature. The methodology involved in using the Austinian technique is also explained. The findings are the definitions of the 12 terms cited above. (RC)

ED 120 141 SP 009 914

Zeigler, E. F. Glassford, R. G.

A Proposal for the Establishment of University Centers for the History, Philosophy, and Comparative Aspects of Physical Education and Sport.

Pub Date 74

Note—27p.; Paper presented at the Canadian Symposium on History of Sport and Physical Education (3rd, Halifax, Nova Scotia, August 19-21, 1974)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Athletics, Comparative Analysis, *Higher Education, History, Philosophy, *Physical Education, *Research

This proposal for the establishment of university centers for the history, philosophy, and comparative aspects of physical education and sport is based on the assumption that there is a need for, and a developing interest in, improved teaching, research, and service in these subdisciplinary areas of the field of physical education and sport. The field of physical education and sport is faced with the absolute necessity of retooling in order to upgrade its research efforts in these areas. As planned, there would be five subdivisions within the proposed centers: (1) a teaching and research subdivision, (2) an oral history research office, (3) a sport museum, (4) a physical education and sport review and/or journal, and (5) a documentation division. Also, the establishment of a theme or approach around which the center could base its efforts would be of considerable advantage to the project. (Included are explanations of how the various subdivisions of the proposed center might function, and what the work of each would probably entail.) (RC)

ED 120 142 SP 009 915

Zeigler, Earle F.
A Model for Optimum Professional Preparation and Development in a Field Called Physical Education.

Pub Date Aug 74

Note—19p.; Paper presented at the Physical Education Seminar of the Singapore Sports Council (August 1-3, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Athletics, *Higher Education, *Physical Education, *Professional Education, Professional Personnel, *Professional Training, Standards

This paper describes a model for optimum professional preparation and development in the field of physical education. Five internal problems within the physical education profession are listed, and a disciplinary approach to physical education is discussed. The author's model for optimum professional development is then described. The model contains the following five components: (1) professional practice, (2) professional preparation, (3) disciplinary research, (4) theory, and (5) the philosophy of "X" ("X" being the prevailing social values). The paper also contains discussions of future professional preparation needs, the general professional education dilemma, and specialized professional preparation. A list of selected references is also included. (RC)

ED 120 143 SP 009 916

Zeigler, Earle F.
Freedom in Competitive Sport.

Pub Date 16 Nov 74

Note—40p.; Paper presented at the Annual Meeting of the Philosophic Society for the Study of Sport (4th, London, Ontario, Canada, November 16, 1974); Occasional light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Athletes, Athletic Programs, *Athletics, Individual Development, Individual Needs, *Philosophy, *Physical Education, Self Actualization

The major concern of this paper is the concept of individual freedom within the framework of competitive sport. The paper examines the present status of man in regard to the future, and, especially, to the concept of freedom. It explains how the idea of freedom has been viewed in philosophy, and, more specifically, how it has been treated in philosophy of education. With regard to the latter, the author sides with Tesoni and Morris' "personification of knowledge" approach to combat modern bureaucratocracy. The paper also explains how almost all of the aspects of individual freedom are negated in far too many competitive sport situations on this continent today. It, however, is noted that there are still some programs of educational competitive sport in the United States, and that such is still the prevailing Pattern of competitive sport in Canadian education. Finally, the author describes his idea of the only way in which a concept of individual freedom can be carried out for athletes in competitive sport situations in education. (RC)

ED 120 144 SP 009 917

Zeigler, Earle F.

An Analysis of the Claim that "Physical Education" Has Become a "Family Resemblance" Term.

Pub Date 14 Oct 73

Note—22p.; paper presented at the Canadian Congress for the Multi-Disciplinary Study of Sport and Physical Activity (1st, Montreal, Canada, October 14, 1973); Light print areas throughout document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Definitions, *Language Research, Philosophy, *Physical Education, *Semantics

In this paper, the author examines the confusion that currently exists concerning the term "physical education." In particular, he analyzes the claim that "physical education" is a "family resemblance" term—a word or phrase which may be used to denote fundamentally different concepts, but concepts in which there is some overlapping of characteristics. The author first discusses three developments in philosophy which have dealt with the function and purpose of philosophy: logical atomism, logical positivism, and ordinary language philosophy. The author then looks at four studies concerned with the meaning of some aspect of the term "physical education." Next, William Frankena's explanation of the various meanings of the term "education" are presented, and the author explains how he came to apply these and two additional meanings to the term "physical education." These meanings include (1) the subject matter, (2) the activity of education, (3) the process of being physically educated, (4) the actual or intended result of 2 or 3, (5) the discipline, and (6) the profession. The author continues his analysis of the term "physical education" with a diagram which includes its various meanings. He concludes that "physical education" has characteristics of both being a "family resemblance" term and of not being one (i.e., it cannot be definitely stated that "physical education" either is or is not a "family resemblance" term). (PCB)

ED 120 145 95 SP 009 918

Clark, Christopher Michael
The Effects of Teacher Practice on Student Learning and Attitudes in Small Group Instruction.

Technical Report No. 47.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—NE-C-00-3-0061

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Effective Teaching, *Junior High Schools, *Learning, *Small Group Instruction, Social Studies Units, Student Attitudes, *Teacher Behavior, *Teaching Experience, Teaching Methods, *Time Factors (Learning)

This study investigated the extent to which teachers teach more effectively as a result of practice. Each of 12 experienced teachers taught a three-lesson social studies unit to three successive classes of eight junior high school students. The classes were taught on different days during one week. At the end of the unit each student completed a multiple-choice recall test, an essay test, and an attitude inventory that measured attitudes toward self and situation. Adjusted class means were calculated from the student tests. For the recall test, scores were stable from day 1 (the first class) to day 2 and then decreased significantly on day 3. Both sets of essay test scores were stable across teacher and day. Attitude-toward-the-situation scores increased from day 1 to day 2 and decreased from day 2 to day 3. Attitude-toward-self scores did not change significantly. Twenty teaching-process variables were measured and correlated with student posttest variables. These processes included teacher talk, teacher feedback, subject-matter focus, activity structuring, goal setting, and summarizing. Teaching processes did not vary significantly with practice, and few teachers showed increases in student learning with practice. If teaching tends to become less effective across practice on the same unit, conventional skill training may not be the remedy. Perhaps training can be devised to focus on eliminating ineffective teacher behavior that appears with practice. (Author/CD)

ED 120 146 95 SP 009 919
Pemberton, S. Macpherson

Institutional Factors in the Education of Teachers: An Historical Review.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Educational History, Higher Education, Liberal Arts, Public Schools, *Schools of Education, Standards, Teacher Certification, *Teacher Education, *Teachers Colleges, *Teacher Supply and Demand
Identifiers—NIE Archives

This paper presents a historical overview of teacher education in America. It begins with a description of normal schools, whose function was closely tied to the church (e.g., teaching people to read the Bible). Then it covers the educational revival in the 19th century which established free public schools. James Carter, Samuel Hall, and Horace Mann are discussed in terms of their educational leadership. Standards for teachers were low at first, with high school graduation not even a minimum requirement. Normal schools turned into teachers colleges with higher standards, and finally teachers colleges became liberal arts colleges. Gradually the normal school disappeared, and teacher education became the province of colleges and universities. A discussion of teacher supply and demand explains both the earlier periods when far too few teachers were trained, and the modern period in which, for a number of reasons, there are too many teachers. The paper also describes the development of the science of education through advances in psychology, testing, child development, and the behavioral sciences. Criticisms of education departments are covered, notably those which state that education courses are too shallow and unscholarly. Finally, the paper describes the conflict between educational preparation through history, philosophy, and scholarship, and preparation through teaching of techniques and administration. (CD)

ED 120 147 95 SP 009 920
Markley, O. W.

The Normative Structure of Knowledge Production and Utilization in Education. Volume 1. A Methodology for Describing the Infrastructure of Educational R and D.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—EPRC-3555-13

Pub Date Dec 75

Contract—NIE-C-74-0133

Note—188p.; For related document, see SP 009 921

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Educational Development, *Educational Policy, *Educational Research,

Research and Development Centers, Systems Development

This is the first volume of a report on a study that (1) investigated the "normative structure" (the governance system) of knowledge production and utilization (KPU) activities in education, (2) developed an analytical framework through which to understand how formal policy acts as a "regulator" of activities in KPU, (3) described major policies of significance to KPU and how they influence the governance of KPU processes in 10 different, representative case studies, and (4) made recommendations that would help in the design of a monitoring program. This volume of the report describes the conduct of the study, the methodological framework that was developed, and the recommendations that were inferred. It also contains an annotated bibliography of various topics covered by the study. Appended are a bibliographic essay of general systems theory and KPU in education, and a discussion of KPU as an educational system. (RC)

ED 120 148 95 SP 009 921
Markley, O. W.

The Normative Structure of Knowledge Production and Utilization in Education. Volume 2. Case Studies of the Infrastructure of Educational R and D.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—EPRC-3555-13

Pub Date Dec 75

Contract—NIE-C-74-0133

Note—529p.; For related document, see SP 009 920

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage

Descriptors—*Case Studies, *Educational Development, *Educational Policy, *Educational Research, Research and Development Centers

This is the second volume of a report on a study that (1) investigated the "normative structure" (the governance system) of knowledge production and utilization (KPU) activities in education, (2) developed an analytical framework through which to understand how formal policy acts as a "regulator" of activities in KPU, (3) described the major policies of significance to KPU and how they influence the governance of KPU processes in 10 different case studies, and (4) made recommendations that would help in the design of a monitoring program. This volume of the report demonstrates the use of the analytic framework and describes the substantive findings that resulted when the framework was applied to 10 different case studies. Some of the case studies described in this volume involve (1) the National Institute of Education policy, (2) the federal procurement policy and knowledge production utilization in education, (3) the Far West Laboratory as a research and development performer, (4) minicourses as an example of policies affecting the dissemination/utilization of a successful research and development product, (5) the School Mathematics Study Group Project as an example of Policies affecting the dissemination/utilization of an R and D product, and (6) the ESEA Title III Teacher Initiated Innovation Program. (RC)

ED 120 149 SP 009 922
National College Physical Education Association

For Men. Proceeding of Annual Meeting (69th, Philadelphia, Pennsylvania, December 27-29, 1965).

National Coll. Physical Education Association for Men.

Pub Date 66

Note—186p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, Exercise (Physiology), *Higher Education, History, Intercollegiate Programs, Intramural Athletic Programs, Muscular Strength, *Physical Education, Physical Fitness, Psychomotor Skills, *Research, Teacher Education

In addition to the special addresses, the proceedings contain speeches on the following

topics: (1) intercollegiate athletics, (2) the history of sport, (3) teacher education, (4) basic instruction, (5) intramural athletics, and (6) research. Some of the materials presented in the research section include papers on exercise, motor skills, muscular strength, and physical training and performance. Also presented in the proceedings are the president's report, financial reports, minutes from the previous meeting, and reports from the standing committees, the president's committees, and the joint committee. Lists of NCEAM members, committee members, and officers are also included. (RC)

ED 120 150 SP 009 923
National College Physical Education Association

for Men. Proceedings of Annual Meeting (70th, San Diego, California, December 28-31, 1966).

National Coll. Physical Education Association for Men.

Pub Date 67

Note—219p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Athletics, Exercise (Physiology), Foreign Relations, *Higher Education, History, Intercollegiate Programs, Intramural Athletic Programs, Muscular Strength, *Physical Education, Physical Fitness, *Research, Swimming, Teacher Education

In addition to the special addresses, the proceedings contain speeches on the following topics: (1) the history of sport, (2) teacher education, (3) basic instruction, (4) intramural athletics, (5) research, (6) foreign relations, and (7) intercollegiate athletics. Some of the materials presented in the research section include papers on physical fitness, swimming, isometric exercises and muscular strength, and teacher tasks. Also presented in the proceedings are the president's report, financial reports from the standing committees, the president's committees, the continuing committee, and the joint committee. Lists of NCEAM members, committee members, and officers are also included. (RC)

ED 120 151 SP 009 924

Daunt, Patrick D. Redburn, Dennis

The Indiana Student Teaching Study.

Indiana Association of Teacher Educators; Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 75

Note—119p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Administrative Personnel, *Cooperating Teachers, Inservice Teacher Education, Preservice Education, School Surveys, *Student Teachers, *Student Teaching, Teacher Education
Identifiers—Indiana

This study investigated what student teachers, supervising teachers, and school administrators throughout the state of Indiana felt about the contributions of student teaching programs. The questionnaires sent to each group are included, and responses are cross-tabulated to examine agreement or disagreement between groups. Questions examined include (1) the effects of student teachers on the instructional program of the schools; (2) the contributions of student teachers to the schools; (3) the effects of the presence of student teachers on the responsibilities, workloads, and time of supervising teachers and administrators; (4) the effects of the presence of student teachers on other school personnel; (5) supervision of student teachers; (6) the perception of teacher education programs by people involved with them; (7) the effectiveness of support services provided by colleges and universities; and (8) implications for future teacher education programs. Results indicated that student teachers enhance the educational programs in which they do their student teaching. (CD)

ED 120 152 SP 009 925

Klavora, Peter

Application of the Spielberg Trait-State Anxiety Theory and Stai in Pre-Competition Anxiety Research.

Pub Date May 75

Note—19p.; Presented to the North American Society of Psychology of Sport and Physical Activity (State College, May 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Anxiety, *Athletes, *Athletics, *Environment, Football, *Psychological Testing, Secondary School Students
 Identifiers—Basketball, *Competition

Changes in pre-competition state anxiety of junior and senior high school football and basketball players were studied as a function of trait anxiety of these athletes and three experimental athletic environments characterized by stressful and non-stressful conditions. In response to the psychological stress associated with athletic competition, state anxiety significantly increased in all subjects. These rises in state anxiety were occurring between practice and regular season and playoffs. High Trait subjects exhibited significantly higher elevations in state anxiety than Low Trait subjects which was in agreement with Spielberger's Trait-State Anxiety Theory. Stressful athletic environments (regular season and playoffs) did not, as has generally been believed, differentially affect the state anxiety of both groups of subjects. Spielberger's State Anxiety Inventory successfully discriminated between practice and competitive athletic environments and was successfully used in assessing the presence and strength of state anxiety levels of athletes in these environments. (Author)

ED 120 153 **SP 009 926**
 Denton, Jon J.

Pupil Perceptions of a Student Teacher's Competence.

Pub Date Feb 76

Note—24p.; Paper presented at the Association of Teachers Educators Conference (St. Louis, Missouri, February 4-7, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Evaluation Methods, Higher Education, Performance, Performance Criteria, Secondary School Teachers, Student Opinion, *Student Role, *Student Teachers, Student Teaching, *Teacher Education, *Teacher Evaluation

This project was undertaken to develop and validate a pupil response instrument for evaluating the instructional competence of aspiring teachers. Two school districts of moderate size and in close proximity to a university were selected for the project. The sample consisted of the pupils of 96 secondary area teacher candidates completing the student teaching requirement for a teaching certificate during the 1974-75 academic year. An instrument of 55 items was devised in which the pupils responded to each item on a five point scale ranging from agree to disagree. Candidates were requested to select one class section to complete the instrument near the end of the program. The resulting data was treated with a variety of statistical procedures which resulted in the selection of 30 items grouped into nine different factors. Results indicated, however, that the instrument could not be validated for students in grades seven through nine, because the terminology used was too difficult. It was concluded that pupil assessment of teaching competence adds a significant dimension to the student teaching program from a measurement viewpoint. However, because the fear of this practice by student teachers is great, the use of pupil assessment instruments for determining competence should be placed in the context of a formative test of self improvement and not be a final measurement of the candidates' capabilities to teach. (Tables are included.) (RC)

ED 120 154 **SP 009 927**
 Kallos, Daniel

The Study of Pedagogical Processes. Pedagogical Reports No. 3 1976.

Lund Univ. (Sweden). Dept. of Education.

Spons Agency—Office of the Chancellor of the Swedish Universities, Stockholm.

Pub Date 76

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Capitalism, Curriculum Research, Education, *Educational Research, *Educational Theories, Higher Education, *Scientific Methodology, Social Factors, *Social Influences, Socialization, Social Structure, Socioeconomic Influences, Teaching, *Teaching Methods, Values

Process oriented educational research has failed because it has relied too heavily on scientific method and has neglected "unscientific" but important questions. Educational research should study the society and how social forces influence teaching practices. Teachers can not be expected to change at will. They are constrained by pre-existing ideas of what education is all about which come from political and economic forces in the society. Schools, which appear to be neutral, are in important ways agents of the state, and the selection and training of teachers is similarly related to the state's interests. Yet research, particularly in capitalist countries, has failed to explore or discuss this. A part of these functions may even be viewed as symbolic violence—that is, the squelching of certain values of students in favor of others. The power relations within education allow this domination of certain values to occur. Teaching remains a way of socializing children into the middle class and of obtaining cultural and social conformity. The content and methods of teaching thus have specific reasons for existing as they do which researchers have neglected to study. (Notes and references included.) (CD)

ED 120 155 **SP 009 928**
Innovations in Teaching 1969-70. Thirteen Projects of the Hilroy Fellowship Program.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date [70]

Note—82p.; One abstract in French; For related documents, see SP 009 929-934

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Audiovisual Aids, *Disadvantaged Youth, *Discussion (Teaching Technique), *Field Trips, Film Production, *Individualized Curriculum, *Instructional Innovation, Language Arts, Reading Instruction, Student Improvement

Identifiers—*Canada

This document contains descriptions of 13 projects undertaken through the Hilroy Fellowship Program in Canada in 1969-70. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. Each project description contains the following information: (1) the name and address of the teacher; (2) the name and address of the school; (3) a review of the project including the title, purpose, age, and significant characteristics of the pupils, procedures followed, modifications, source or resource materials, and evaluation procedures used; and (4) general comments about the project. Many of the projects have in common an emphasis on individualized learning, field trips, student-initiated work and discussion, and the provision of enriching experiences for disadvantaged students. The projects deal with some of the following areas: pollution and conservation, language development in a culturally deprived area, science education, Canadian history, film, and drama. (CD)

ED 120 156 **SP 009 929**
Innovations in Teaching 1973. Abstracts of the Hilroy Fellowship Program.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-74302

Pub Date [73]

Note—37p.; Two abstracts in French; For related documents, see SP 009 928-934

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavior Change, *Educational Programs, *Instructional Innovation, Language Instruction, Learning Processes, Natural Sciences, *Program Descriptions, Social Sciences, Vocational Education

Identifiers—*Canada

This booklet contains abstracts of projects undertaken through the Hilroy Fellowship Program in Canada for the year 1973. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. The booklet contains 22 abstracts which cover projects dealing with educational processes, language sciences, natural sciences, social sciences, vocational sciences, and behavior modification. Each abstract contains the following information: (1) a project number, (2) the name and address of the teacher, (3) the name and address of the school, (4) the title, and (5) a brief description of the

project. Some of the projects in the language sciences area include the creation of a children's book utilizing bliss symbols; an experience-motivated language program for the primary classroom; language through home economics; a personalized approach to the teaching of oral French; and a program of oral communication with a focus on listening. Some of the projects in the natural sciences area cover ecology, environmental studies, an individualized science program, and physics for the non-scientist. (RC)

ED 120 157 **SP 009 930**
Innovations in Teaching 1974. Abstracts of the Hilroy Fellowship Program.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-75302

Pub Date [74]

Note—69p.; Two abstracts in French; For related documents, see SP 009 928-934

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Community Study, *Creative Activities, *Educational Programs, Fine Arts, *Instructional Innovation, Language Arts, Local History, Natural Sciences, Program Descriptions, Social Sciences, Student Improvement, *Vocational Education

This booklet contains abstracts of projects undertaken through the Hilroy Fellowship Program in Canada for the 1974. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. The booklet contains 24 abstracts which cover projects dealing with fine arts, the educational process, language arts, natural sciences, social sciences, vocational sciences, and miscellaneous areas. Each abstract contains the following information: (1) a project number, (2) the name and address of the teacher, (3) the name and address of the school, (4) the title, and (5) a brief description of the project. Some of the projects in the social sciences area deal with the folklore of Newfoundland, coping in the modern world, old North Vancouver, Canadian studies, and political science. The projects in the miscellaneous area include a grounds beautification program, a unit of study designed to teach students about handicapped people and to foster positive attitudes towards them, a movement education program and a program to graphic arts and English to vocational students through the publication of a school newspaper. (RC)

ED 120 158 **SP 009 931**
Innovations in Teaching Industrial Arts, Vocational, Technical Education. Part VII and VIII.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-73304

Pub Date Jul 73

Note—135p.; Projects of the Hilroy Fellowship Program; Appendix of the last project deleted; one in French; For related documents, see SP 009 928-934

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Culturally Disadvantaged, Deaf Children, *Educational Programs, *Industrial Arts, *Instructional Innovation, *Program Descriptions, Social Integration, *Special Education, Vocational Education

Identifiers—*Canada

This document contains parts seven and eight of a report of projects undertaken through the Hilroy Fellowship Program in Canada in 1971-72. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. The project reported in part seven concerns industrial arts, vocational, and technical education; while the three projects in part eight deal with special education. Each project description contains the following information: (1) the name and address of the teacher; (2) the name and address of the school; (3) a review of the project including the title, purpose, age, and other significant characteristics of the pupils, procedures followed, modifications, source or resource materials, and evaluation procedures used; and (4) general comments about the project. The projects include an industrial arts program designed to develop an understanding and familiarity with industrial processes through the design and manufacture of products from local resources; a project of social integration for special education students ages 12-18 years of age

with slight disabilities (project description written in French); a special teaching strategy using paraprofessional assistance, designed to improve the learning potential of culturally disadvantaged children through concentrated training in specific perceptual skills; and English language development for deaf children from homes in which another language is spoken. (RC)

ED 120 159 SP 009 932
Innovations in Teaching Instructional Media Applications. Part IV and V.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-73303

Pub Date Jul 73

Note—74p.; Project of the Hilroy Fellowship Program; One project in French; For related documents, see SP 009 928-934

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Educational Programs, French, *Individualized Instruction, *Instructional Innovation, *Instructional Media, Learning Laboratories, *Program Descriptions, Resource Centers, Television
Identifiers—*Canada

This document contains parts four and five of a report of projects undertaken through the Hilroy Fellowship Program in Canada in 1971-72. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. The four projects reported in part four deal with instructional media applications, while the project in part five concerns organization toward individualized instruction. Each project description contains the following information: (1) the name and address of the teacher; (2) the name and address of the school; (3) a review of the project including the title, purpose, age and other significant characteristics of pupils, procedures followed, modifications, source or resource materials, and evaluation procedures used; and (4) general comments about the project. The projects include a non-print media extension of the primary and intermediate language arts program; special projects in teaching French (project description written in French); a program to develop and foster skills in teachers and pupils for the effective use of school libraries and resource centers; student production of public affairs' programs for television (videotape); and an application of the British Infant School approach in the creation of family groupings for individualized instruction in various learning centers within the classroom. (RC)

ED 120 160 SP 009 933
Innovations in Teaching of Mathematics and Natural Sciences. Part I.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-71303

Pub Date [71]

Note—68p.; Projects of the Hilroy Fellowship Program; For related documents, see SP 009 928-934

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—American Indians, Educational Programs, Elementary Secondary Education, *Environmental Education, Foreign Countries, Individualized Instruction, *Instructional Innovation, *Mathematics, *Natural Sciences, *Program Descriptions
Identifiers—*Canada

This document contains part one of a report of projects undertaken through the Hilroy Fellowship Program in Canada in 1970-71. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. The three projects reported in this document deal with mathematics and natural sciences education. Each project description contains the following information: (1) the name and address of the teacher; (2) the name and address of the school; (3) a review of the project, including the title, purpose, age, and significant characteristics of the pupils, procedures followed, modifications, source or resource materials, and evaluation procedures used; and (4) general comments about the project. The projects are a program for developing a three-year junior high school program in mathematics with a major emphasis on continuous progress and individualized instruction, a program for teaching science to native Indian students, and a fourth grade environmental study program. (RC)

ED 120 161 SP 009 934
Innovations in Teaching of Language Arts and Literature. Part II.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-71304

Pub Date [71]

Note—112p.; Projects of the Hilroy Fellowship Program; For related documents, see SP 009 928-933

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—*Educational Programs, Elementary Secondary Education, *Instructional Innovation, *Language Arts, *Literature, *Program Descriptions, Reading Instruction, Reading Programs, Remedial Instruction
Identifiers—*Canada

This document contains part two of a report of projects undertaken through the Hilroy Fellowship Program in Canada in 1970-71. The stated aim of the program is to encourage and reward classroom teachers who are developing new ideas for the improvement of teaching practices. The four projects deal with language arts and literature education. Each project description contains the following information: (1) the name and address of the teacher; (2) the name and address of the school; (3) a review of the project including the title, purpose, age, and significant characteristics of the pupils, procedures followed, modifications, source or resource materials, and evaluation procedures used; and (4) general comments about the project. The projects include a demonstration classroom for a basic sight-sound method of individualized reading instruction for primary pupils; an individualized rapid reading program promoting developmental, corrective, and remedial techniques for children ages 10 to 16; a program for developmental and remedial English instruction for high school students whose native tongue is other than English; and the development of a "Living Studies" reading program for junior high school students of low achievement level, including a diagnostic and achievement testing program and a recommended reading program. (RC)

ED 120 162 SP 009 935
Black and White Observers' Perceptions of Teacher Verbal and Nonverbal Behaviors.

London, Forester L.

Pub Date Apr 76

Note—21p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Classroom Observation Techniques, Cultural Differences, Cultural Traits, *Nonverbal Communication, *Racial Differences, Teacher Behavior, Test Reliability, *Verbal Communication, *Video Tape Recordings

The purpose of this study was to determine if there were differences in perceptions of a black and a white female observer relative to verbal and nonverbal behaviors exhibited by black and white (male and female) teachers toward black and white (male and female) students. A study conducted by Crump (1974) provided the baseline data for comparison. Inter- and intra-rater reliabilities were established in the baseline study and in the present study. Each observer (a black female and a white female) independently categorized and analyzed teacher verbal and nonverbal behaviors using the French and Galloway IDER matrix which allows simultaneous classification of verbal (indirect or direct) and nonverbal (encouraging or restricting) behaviors. Findings in this study indicate that while both observers appeared to have heard the same thing in the verbal communication interaction, there were extensive differences in what each saw in the nonverbal message. In conclusion, studies regarding communication patterns of different cultures should consider systematic observation techniques that are culturally unbiased, and results that reflect multi-ethnic perceptions. (Author/PCB)

ED 120 163 SP 009 936
Ulrich, Celeste

Professionalism - The Game Spirit. (Job Alternatives to Teaching).

Pub Date Mar 76

Note—18p.; Paper presented at Eastern District American Alliance for Health, Physical Educa-

tion, and Recreation Convention (March 7-10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Competitive Selection, Educational Alternatives, Employment Interviews, *Employment Opportunities, Job Applicants, Job Market, *Occupational Choice, *Physical Education, *Teacher Supply and Demand

The economic situation has limited the number of teaching jobs available for physical education majors. The determination of priorities is essential in planning for a teaching job. As an alternative to teaching there are job possibilities in sport centers, commercial sport establishments, fitness salons, dance studios, and self-styled teaching opportunities. There is need for physical educators for the elderly and the atypical. The mass media also offer job possibilities. Research is needed on human activity patterns which can be done best by trained physical educators. Alternatives to teaching are numerous for those willing to seek them out. (Author/CD)

ED 120 164 SP 009 937

Fratzke, Mel R.

Discriminant Analysis of Basketball Skill Tests and Biographic Data.

Pub Date [74]

Note—5p.; Paper presented at the American Alliance for Health, Physical Education, and Recreation Central District Meeting (March 19-20, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Athletics, *Biographical Inventories, Discriminant Analysis, *Skills, *Success Factors, Testing
Identifiers—*Basketball

One of the greatest problems that has confronted the physical education profession is that of evaluating sport skill tests and their relationship to successful performance. This study was thus undertaken to investigate the relationship of basketball skill tests and player biographic data to success in playing basketball. Ninety-four subjects ages 11-18 attending a summer basketball school were administered the following four basketball skill tests: the front shot, jump and reach, the dribble test (all selected from the American Alliance for Health, Physical Education and Recreation Sport Skill Test Manual), and free throws. Biographic data of age, weight, and height were also obtained. Subjects were rated either as successful or average players. Success at the jump shot and reach and the dribble test were found to correlate with player ability. Age and height factors also determined player success. (CD)

ED 120 165 SP 009 938

Wilson, George T.

The Milwaukee Lighted Schoolhouse Program and the Future in a Context of Community Education.

Pub Date 19 Mar 76

Note—8p.; Paper presented at the Southern District Conference of the American Alliance for Health, Physical Education, and Recreation (Mobile, Alabama, March 19, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Community Education, Community Recreation Legislation, *Community Recreation Programs, *Community Service Programs, Public School Systems, *Recreation, *Recreational Activities, School Recreational Programs
Identifiers—*Wisconsin

In 1912 the Division of Municipal Recreation and Adult Education of the Milwaukee Public Schools was formed. Milwaukee then became known as the "City of the Lighted Schoolhouse". The Division was formed as a result of a law passed by the Wisconsin Legislature which permitted school boards to use school facilities for evening schools, vacation schools, reading rooms, library stations, debating clubs, gymnasiums, public playgrounds, public baths, and similar activities and accommodations. In 1912 two social centers and eight playgrounds met the needs of the extension department's program. Today there are 153 playgrounds and 142 centers, and the activities include day camps, nature centers, a farm, and camping sessions. The Division's goals are people-centered and humanistic. Programs and activities are constantly being evaluated and changed to meet new needs. The work of the Division brought the Milwaukee System the National Sports Foundation 1974 Gold Medal Award for excellence in park and recreation services in American cities of over 250,000 popula-

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tion. Some of the programs to which the "Lighted Schoolhouse" is pointing in the future are the movements toward community education and leisure counseling. As outdoor education, special population, and other services have emerged in the past, so will these and others be the services of the future. (RC)

ED 120 166 SP 009 939

Auxter, David

Individualized Physical Education.

Pub Date 8 Mar 76

Note—17p.; Paper presented at the Eastern District Convention of the American Alliance for Health, Physical Education, and Recreation (Mt. Airy, Pennsylvania, March 8, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Behavioral Objectives, Criterion Referenced Tests, *Educational Legislation, Elementary Secondary Education, Evaluation Criteria, Exceptional Child Education, *Handicapped Students, *Individualized Instruction, Individualized Programs, Learning Processes, *Physical Education

Physical education programs, like other kinds of instruction, should individualize instruction to suit the interest and ability level of each student. A significant part of individualized programs is the use of behavioral objectives and criterion referenced tests, by which the student moves through a learning sequence at his own rate. Individualized instruction is beneficial for the normal child, but it is especially suited for the gifted or handicapped child. Public Law 14-142, passed in December of 1975, specifically mandates instructional programs for handicapped children. Under its provisions, programs must have learning objectives and meaningful evaluation procedures to ensure accountability in the delivery of educational services to all children. (CD)

ED 120 167 SP 009 940

Pangrazi, Robert P. Dauer, Victor P.

Lesson Plans for Dynamic Physical Education for Elementary School Children.

Pub Date 75

Note—265p.

Available from—Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, Minnesota 55435 (\$4.95)

Document Not Available from EDRS

Descriptors—Curriculum Guides, *Elementary Education, Exercise (Physiology), Lesson Plans, *Physical Activities, *Physical Development, *Physical Education, *Physical Fitness

GRADES OR AGES: Kindergarten through grade six. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains one set of lesson plans for grades kindergarten through two and another for grades three through six, each of which is broken down into four activity parts: (1) introductory activities, (2) fitness development activities, (3) lesson focus activities, and (4) game activities. The material and organization in the lesson plan format is outlined in four columns. The first column, "Movement Experience-Content," lists the sequence of what will be taught in the lesson. The second column, entitled "Organization and Teaching Hints," provides the teacher with suggestions for efficient organization of the class, as well as teaching cues and important points to stress. "Expected Student Objectives and Outcomes" is the third column and lists objectives that students should be expected to reach. In the fourth column, "Notes and References," all activities are referenced to the text "Dynamic Physical Education" for easy referral and an in-depth look at the activities. Space is also provided in this column for evaluative notes. OBJECTIVES AND ACTIVITIES: Each lesson plan contains expected student objectives and lists of activities. INSTRUCTIONAL MATERIALS: Listed at the beginning of each lesson plan. STUDENT ASSESSMENT: No provision indicated. OPTIONS: None listed. (RC)

ED 120 168 SP 009 941

Hunsicker, Paul A. Reiff, Guy G.

AAHPER Youth Fitness Test Manual. Revised 1976 Edition.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 76

Note—84p.; For related document see ED 099 353

Available from—AAHPER Publications-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Elementary Secondary Education, Females, Males, *Physical Education, *Physical Fitness, *Testing

This test manual was designed to aid recreation and community leaders in determining the performance levels of those who participate in their programs and, where appropriate, in working towards higher levels of achievement. The first section discusses the test and the national norms that have been determined for it. It is stated that the test is a battery of six test items designed to give a measure of physical fitness for both boys and girls in grades five through twelve. Charts are provided which compare average scores on the tests in 1958, 1965, and 1975. The second section contains detailed instructions for administering each test. The next three sections discuss the three types of forms used for recording the test data, and how to compare test results. Tables are also presented in these sections for use in the comparison of test scores. The final two sections contain information on testing, and copies of the recording forms. Appended is a list of participating schools and personnel in the 1974-75 test. (RC)

ED 120 169 95 SP 009 942

Okey, James R.

The Consequences of Training Teachers to Use Mastery Learning.

Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Apr 76

Note—16p.

Available from—Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, *Effective Teaching, *Elementary Secondary Education, Student Attitudes, Student Improvement, *Student Motivation, Teacher Attitudes, *Teacher Education, *Teaching Models

Identifiers—*Mastery Learning

The purpose of this project was to produce materials that would foster favorable teacher attitudes toward the philosophy behind mastery learning. One other purpose was to help teachers acquire the skills needed to use mastery learning in their classrooms and to determine the effects on pupils when mastery learning techniques were used. Forty-four teachers and interns from four Indianapolis schools were equally divided into groups according to race and sex. The material developed was a Mastery Teaching module which included an introduction and six sections. A slide/tape accompanied each of the seven parts. An accompanying manual contained objectives, practice exercises, and feedback. The manual also included self-tests with answers for each section, a pre-test on prerequisites, and a project section. Pre- and post-treatment measures were administered to the teachers and interns on both cognitive and affective variables. The results indicated that teachers and interns acquired the mastery teaching skills and used them to the degree that pupils perceived differences in their teaching. Teacher attitudes toward the mastery teaching philosophy were generally positive, and students' attitudes and achievement were favorably altered because of their teachers' use of mastery teaching. (DT)

ED 120 170 SP 009 943

Dunham, Paul, Jr.

The Effect of Bilateral Transfer on Coincidence-Anticipation Performance.

Pub Date [75]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Motor Reactions, *Perceptual Motor Coordination, Psychomotor Skills, *Skill Development, *Task Performance, Tests, *Transfer of Training

Identifiers—*Bilateral Transfer, Coincidence-Anticipation, Physical Performance

This experiment was undertaken to determine whether coincidence-anticipation (intercepting a moving object at a designated point and instant) is facilitated for one side of the body after practice by the other side of the body. This

phenomenon is called bilateral transference. Subjects were asked to throw a switch five times with their right (preferred) foot, then 25 times with their (non-preferred) foot, and then five times with the right again. Performance with the left foot indicated that learning had taken place from the prior practice with the right foot. The control group had five trials with the right foot, a ten-minute rest, and five more trials with the right foot. (Tables and references are included.) (CD)

ED 120 171 SP 009 944

Bell, Harry H., Jr. Peightel, John W.

Teacher Centers and Inservice Education. Fastback No. 71.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 76

Note—39p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Alternatives, Educational Change, Educational Finance, Governance, *Inservice Teacher Education, Program Descriptions, *Teacher Centers, Teacher Education

This short pamphlet discusses the use of teacher centers to provide inservice education as a mechanism of change in American education. It begins by examining what teachers expect from inservice education and from teacher centers. It then looks at the teacher center movement in the United States and explores its historical roots. The different types of teacher centers are described and examples are given of each type. These include consortium centers, partnership centers, autonomous centers, and special focus centers. The financing and governing of teacher centers—two problems faced in establishing and supporting teacher centers—are also discussed. A problems analysis of teacher centered inservice instruction is presented along with a representative list of teacher centers. (DT)

ED 120 172 SP 009 945

Lemlech, Johanna Marks, Merle B.

The American Teacher: 1776-1976. Fastback No. 76.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 76

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Educational History, Educational Responsibility, Instruction, Professional Recognition, Schools of Education, Social Change, *Teacher Education, *Teacher Qualifications, *Teachers, Teachers Colleges, Teacher Selection, Teacher Supply and Demand, Teaching Quality

This monograph examines six periods in the history of teaching. The first section describes the period from 1776-1823 as a time when teaching was not the career choice of educated people. A case history of a New England school teacher is included in this section. The second section pictures the period 1820-60 as the time when teacher preparation schools and teacher associations began to appear. A case history is also presented in this section of a normal school student. The third section, covering 1860-1920, states that teachers were generally better educated during this period than previously. A more thorough knowledge of subject areas was required of those teaching high school students, and some teachers attended new departments of education in universities. Modernization of instruction is said to have developed in this period. A case study is included in this section of a teacher on an Indian reservation. The fourth section describes the change in status of teaching which occurred during 1920-45 from a part-time, seasonal occupation to a full-time occupation staffed by women rather than men. It is stated that a conflict developed during this period between academic and professional orientations of teaching programs. Also during this period, the public became concerned with illiteracy and the education of immigrants, blacks, and rural people. The period 1945-75 is described in section five as a time which included burgeoning power for teachers unions, a knowledge explosion, and social upheavals. Finally, in looking at the teacher of 1976, the three characteristics by which competent teachers are identified are discussed: teacher personality, student achievement, and teacher behaviors. This last section states that future teachers will have better skills

and resources and will be better able to fulfill the specific needs of their students. (CD)

ED 120 173 SP 009 946

Teacher Education Programs for Native People. Biographies in Education No. 55.
Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-75107

Pub Date Nov 75

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*American Indians, Annotated Bibliographies, *Education Majors, Higher Education, *Teacher Education, *Teacher Programs

Identifiers—Canada

This bibliography lists material that has appeared since 1968 on teacher education programs for native people. It is divided into the following two sections: (1) books and papers, and (2) articles and excerpts from books. Each listing contains the author, title, city of publication, publisher, number of pages, date of publication, and usually an abstract or annotation. Listed are journal articles with the volume number. Materials available through ERIC are designated by the ERIC ED or EJ number. (RC)

ED 120 174 SP 009 948

Brewer, James H.

A Mini-Guide for Legalizing Student-Teacher Relationships in the Classroom. A Guide for: Evaluating Classroom Practices; Avoiding Problems; and Improving Basic Legal Knowledge.

Pub Date 76

Note—14p.

Available from—J.B. Publishers, 1200 Canterbury Lane, Clinton, Mississippi 39056 (\$1.95; 10 or more copies, \$1.50ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Court Litigation, Elementary Secondary Education, Legal Problems, *Legal Responsibility, *Student Teacher Relationship, *Teacher Responsibility

This guide is designed to help teachers understand some basic concepts of school law and how these concepts affect the teacher-student relationship in the classroom. Various legal concepts are briefly presented along with lists of how teachers should handle them in their classrooms. Space is also provided for the teacher to check off whether or not these concepts are being practiced in his/her classroom. The legal concepts covered are (1) corporal punishment, (2) student rights to privacy, (3) sex discrimination, (4) search and seizures, (5) temporary suspension, (6) due process, (7) liability, (8) religion, and (9) miscellaneous concepts. (RC)

ED 120 175 SP 009 951

[Educational Studies Major.]

Wisconsin Univ., Milwaukee. School of Education.

Pub Date [75]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Education Courses, *Education Majors, Higher Education, *Interdisciplinary Approach, *Schools of Education, *Undergraduate Study

Identifiers—*Distinguished Achievement Awards Entry

The Educational Studies Major was established in the School of Education at the University of Wisconsin-Milwaukee in 1974. It is an individualized professional education degree program leading toward a Bachelor of Science degree in education. It is an inter-disciplinary degree option for students who wish to examine and pursue careers in a vast array of educational roles other than that of the certified public school teacher. The major is especially designed to provide a professional education program for individuals currently involved in existing community-based education programs or who intend to participate in the development of alternative educational projects. Each student enrolled in the program is assigned an advisor whose area of specialization closely relates to the student's professional goals. The advisor assists the student in defining his/her major and in selecting courses, opportunities for educational experiences, and resource persons with whom to work. While the programs are individualized, all students must have learning ex-

periences in the fine arts, humanities, natural and social sciences, and 34-credit education major which includes an inter-disciplinary education foundation, a field of specialization in education, and a field placement in a non-school setting to acquaint the student with an education role other than that of the public school teacher. (Author)

ED 120 176 SP 009 952

Bilingual-Bicultural Program for Elementary Teachers.

Goshen Coll., Ind.

Pub Date 10 Dec 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Biculturalism, *Bilingual Education, Comparative Education, *Cross Cultural Studies, Cultural Differences, Cultural Education, Cultural Interrelationships, Education Majors, Foreign Culture, Higher Education, Intercultural Programs, *International Education, *Undergraduate Study

Identifiers—*Distinguished Achievement Awards Entry

Since 1968, Goshen College has been offering a program in international education. Called the Study-Service Trimester (SST), the program provides the geographic setting for direct experience in culture shock by exposing students to firsthand, live experiences and confrontations in unfamiliar environments. As part of their general education, elementary education students participate in SST assignments specially fitted for the future teacher in the classroom. Scheduled during the sophomore or junior year of college, SST combines the general studies component with early field work in the middle college years of professional studies. Students generally locate in Caribbean or Central American countries, where they study, work, and interact as a unit, while living in the homes of nationals. The faculty director coordinates a seven-week study program in language study, field trips, and readings and lectures in history, the arts, government, and education. During the second half of the term, students are assigned to Peace Corps-like projects where they work side by side with nationals. Elementary education students are assigned to schools and children's homes for their work experience. Students keep daily journals, stimulating them to interpret and reflect upon the total experience. The college grants each student who satisfactorily completes SST ten credits in language, social science, and humanities. Additional credits may be earned for language proficiency. (RC)

ED 120 177 SP 009 953

Sciara, Frank J.

A Study of the Effectiveness of the TOD (Teachers of the Disadvantaged) Program at Ball State University.

Ball State Univ., Muncie, Ind. Inst. for the Preparation of Teachers of the Disadvantaged.

Pub Date Oct 74

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Disadvantaged Youth, Education Majors, Elementary Education, *Preservice Education, *Teacher Attitudes, *Teacher Education Curriculum, Teacher Employment, Teacher Morale, *Teacher Placement, Teaching Experience

This report presents the results of the program evaluation of Ball State University Teacher's College's Teachers of the Disadvantaged (TOD) program. The students in this program take special courses and have special training intended to qualify them to teach children from lower socioeconomic groups. Sixty-six elementary teachers who had been through the TOD program and 76 elementary teachers who had completed a regular course of study were sent three-part questionnaires in the spring following graduation. The first part of the questionnaire established that TOD participants were in fact teaching in disadvantaged schools to a greater extent than non-TOD participants. The second part had respondents rate their preparation for teaching according to the 10 stated objectives of TOD. The TOD respondents expressed more satisfaction with their college preparation for teaching, although they cited discipline and communication with parents as problem areas. The third part provided the opportunity for suggestions to improve the elementary teacher preparation program at Ball State. The author of the report concludes with

some suggestions toward revising the education curriculum to make it more flexible and to allow students to elect courses of special interest to them without being over-burdened by other less useful courses. (Appendix list the 10 objectives of TOD and include the teacher questionnaire and an analysis of the responses.) (CD)

ED 120 178 SP 009 954

Ball State University Presents a Program to Prepare Teachers for Multi-Cultured Secondary Schools.

Ball State Univ., Muncie, Ind.

Pub Date 5 Dec 75

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Cultural Awareness, Cultural Education, *Field Experience Programs, Higher Education, *Laboratory Training, *Preservice Education, Secondary School Teachers, Student Teaching, *Teacher Education
Identifiers—*Distinguished Achievement Awards Entry, Multicultural Education

The program to Prepare Teachers for Multi-Cultured Secondary Schools (MULTI-CUL) at Ball State University provides an alternative, elective program open to all enrollees in secondary education who wish to prepare for teaching their subject matter specialties in schools serving adolescents from a variety of cultural, religious, social, and ethnic groups. The MULTI-CUL minor was structured as a four year program to parallel the regular program for secondary education students. The MULTI-CUL program places emphasis on merging campus class work with field experiences, planned visits on a continuing basis to schools representing different cultural characteristics, adaptation of course content in secondary education to goals of the program, utilization of resource people and flexible seminars, and provision for laboratory experiences appropriate to the program in each of the four years of undergraduate preparation. Advisement relates to use of electives, assignment to laboratory settings, and individual development of students. Instruction is carried on by personnel with interests and qualifications related to the program drawn from many areas of the university. Public school teachers serving as classroom supervisors of laboratory experiences are selected specifically for the program. Prerequisite teaching and student teaching experiences occur in schools with large multi-cultural student enrollments. (Author/RC)

ED 120 179 SP 009 955

[City College Advisory Service and Workshop Center for Open Education.]

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Pub Date [75]

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Open Education, *Professional Continuing Education, *Resource Centers, *Teacher Centers, Teacher Education, *Teacher Workshops

Identifiers—*Distinguished Achievement Awards Entry

The City College Advisory Service and Workshop Center for Open Education, located on the main campus of City College in New York City, is a free facility for all participants in the school process—teachers, principals, supervisors, paraprofessionals, parents, and graduate/undergraduate students in the New York City area. It is sponsored by the City College School of Education and receives partial funding from City College, the National Institute of Education, and the Rockefeller Brothers Fund. Affiliated advisors in the schools are subsidized by the Learning Cooperative of the Board of Education of the City of New York and a number of community school boards. The Workshop Center offers curricular activities in art, language, math, music, movement, science, and social studies; experiences with natural materials; and a shop, darkroom, kiln, kitchen, and reference library. Each month the Center publishes a schedule of workshops, discussions, and film showings led by Workshop Center staff, City College faculty, community persons, and experienced open classroom teachers. Four times a year the Center issues a journal featuring articles by teachers, staff, and other contributors to developments in open education. The Workshop Center was designed as a place in which to browse, to try something new

or rethink something not so new, and to share ideas and practices in a relaxed and supportive setting. (Author)

ED 120 180 SP 009 956
Stewart, Anne C.

Report for the Research Committee and Elementary Education Department at the State University of New York at Oswego.

State Univ. of New York, Oswego. Coll. at Oswego.

Pub Date 20 Oct 75

Note—183p.; The dissertation on which this report is based is also included in this document
EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—*Interaction Process Analysis, *Peer Teaching, *Performance Based Teacher Education, *Preservice Education, Questioning Techniques, Small Group Instruction, Student Teachers, Tape Recordings, Teacher Behavior, Teaching Methods, *Verbal Communication

This study examined the effects of teaching student teachers specific verbal skills through "explaining," a procedure involving more than lecturing. Another group had explaining as well as peer teaching. A control group had neither. Fifteen-minute tapes were made of the teachers leading a small group discussion which explored a concept, both before and after the course. These tapes were analyzed for percentage of student and teacher talk time, indirect to direct ratio of teacher talk, percentage of accepting verbal behavior of students, percentage of questioning verbal behavior of student teachers, percentage of factual questions asked by student teachers, and percent of pupil questions. Student teachers who had had peer teaching as well as explaining improved in accepting verbal behavior and in questioning verbal behavior. While these teachers asked fewer questions, the quality of the questions improved. Students with only the explaining lessons had also improved by the second tape. They asked more and better questions, and demonstrated more accepting responses than the control group. The results are interpreted to support competency based teacher education programs which set out to teach preservice teachers specific skills. (CD)

ED 120 181 SP 009 957
[American Primary Experimental Program (APEX).]

Vermont Univ., Burlington. Coll. of Education.

Pub Date [75]

Note—39p.; Appendices V and VI omitted due to poor legibility

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Education Majors, Higher Education, *Performance Based Teacher Education, *Preservice Education, *Student Teaching, *Teacher Education, *Teacher Education Curriculum

Identifiers—*Distinguished Achievement Awards Entry

The American Primary Experience Program (APEX) is a four semester junior-senior year specialization in primary education at the University of Vermont's College of Education and Social Services. In the first semester of their program experience, students spend concentrated time as participant observers in two of three cooperating elementary schools. In the second semester, the students are involved in a 15-week methods block that includes the integrated teaching of reading, science, children's literature, mathematics, social systems, health, and physical education. A 17-week student teaching experience fulfills the third semester, and the fourth semester concludes the students' college experience with seminars and group meetings to polish teaching skills. The program is humanistically oriented, focused on self directed learning, and provides a continuing varied group experience for half the students' college life with planned interpersonal support. Highlighting the four semesters is a continued focus on personal accountability. Two thirds of the students' professional preparation is spent in APEX. (Appended are (1) a statement of the APEX philosophy, (2) a discussion of activity centered performance basing, (3) a learning experience record, (4) an explanation of the curriculum block, and (5) a budget statement. A section on elementary school science and one which presents an analysis of American primary schools have been omitted due to marginal legibility.) (Author/RC)

ED 120 182

Brewer, James H.

A Mini-Guide for Planning Instructional and Behavioral Classroom Management. A Guide to: Improve Accountability; Improve Discipline; and Improve Student Achievement.

Pub Date 75

Note—32p.

Available from—J.B. Publishers, 1200 Canterbury Lane, Clinton, Mississippi 39056 (\$2.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Accountability, *Behavior Change, *Class Management, *Classroom Techniques, Discipline, *Instruction

This mini-guide/workbook on classroom management provides teachers with an introduction to principles used in many accountability plans and helps them to devise a more systematic method of improving discipline in order to produce more student achievement. Part one of the guide deals with approach behavior management, i.e., the student's behavior which takes place up to the point of interacting with instructional learning. The following six steps are given to aid the teacher in planning for student approach behaviors: (1) identifying desired behavior, (2) assessment of present behavior, (3) management methods, (4) assessment of managed behavior, (5) corrective management methods, and (6) re-assessment of behavior. There are instructions for completing each step. Part two of this guide concerns instruction management, which refers to the student's interaction with the learning task as presented by the teacher. The six steps in the instruction management plan are (1) objectives, (2) pre-test items, (3) instructional methods, (4) post-test items, (5) corrective instruction, and (6) re-test items. Instructions are given for completing each of these steps. (RC)

ED 120 183

Kachaturoff, Grace Romatowski, Jane A.

Model for Developing an In-Service Teacher Workshop To Help Multilingual and Multicultural Students.

Pub Date [75]

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Cultural Pluralism, English (Second Language), *Inservice Teacher Education, *Models, *Program Development, *Teacher Workshops

Identifiers—*Multicultural Education

This is a model for designing an inservice teacher workshop to assist teachers working with multicultural students. The basic assumption underlying the model is universities and schools need to work cooperatively to provide experiences for improving the quality of teaching by increasing awareness of educational issues and situations and by introducing innovations in approaches and techniques substantiated by research. The design model developed consisted of three major components: (1) identification of needs, (2) planning and organization of experiences and resources, and (3) evaluation. After the needs were identified, the workshop was organized into five phases: (1) an introductory session; (2) a simulation to involve participants; (3) a session highlighting techniques to use with students acquiring English as a second language; (4) small group discussions and debriefing sessions; and (5) the presentation of filmstrips, videotapes, and films related to the theme of the workshop. Evaluation indicated that the design of the workshop did help the participants to deal more effectively with the challenge of teaching in a multicultural, multilingual society. (DMT)

ED 120 184

Goldenberg, Ronald

A Comparison of CBTE and Conventional Teacher Education Programs.

Pub Date [76]

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrator Attitudes, Elementary Education, Methods Courses, *Performance Based Teacher Education, Principals, *Program Evaluation, Teacher Attitudes, Teacher Certification, *Teacher Education, Teacher Education, Teaching Experience

SP 009 958

This study utilized elementary teachers who had completed either competency-based (CBTE) or conventional teacher education programs and their principals to evaluate undergraduate preparation for classroom teaching. A 15 item questionnaire was administered and the data analyzed. Results obtained from the analysis of the teachers' data indicated perceived differences in the emphases of CBTE and conventional teacher education programs. Program emphasis for CBTE-prepared teachers was on instruction, whereas an emphasis on structuring the classroom environment emerged for conventionally prepared teachers. Principals were unable to detect differences between competency-based or conventional preparation. Analysis of variance revealed non-significant F-ratios for both the principals and teachers groups. (DT)

ED 120 185

Brewer, James H.

A Mini-Guide for Student Self-Evaluation and Self-Improvement. A Guide to: Value Orientation; Setting Personal Goals; and Developing Self-Discipline.

Pub Date 76

Note—14p.

Available from—J.B. Publishers, 1200 Canterbury Lane, Clinton, Mississippi 39056 (\$1.95; 10 or more copies, \$1.50ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Formative Evaluation, *Self Evaluation, *Self Help Programs, *Self Reward, *Student Evaluation, Student Improvement

This book is a short guide presenting an objective and systematic self-evaluation and self-improvement plan for students. The guide is divided into two sections. The first section is a self evaluation checklist which is divided into several areas. Each area includes a series of evaluation items which the student rates in terms of importance and how well he/she is doing in relationship to them. The second section of the guide assists the student in planning self improvement based on self reward principles. (DT)

ED 120 186

Mobley, Charles F.

Does Involvement of Mental Health Consultants with Teachers Change Their Attitudes Toward Children with Emotional Problems?

Pub Date 29 Jan 76

Note—58p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Attitude Tests, *Changing Attitudes, Consultants, *Emotionally Disturbed Children, *Inservice Teacher Education, *Mental Health Clinics, *Teacher Attitudes

The purpose of the practicum was to determine if a specifically designed inservice training program for teachers would change their attitudes toward children suffering from emotional instability. Two groups of teachers from two schools acted as experimental and control groups for the purpose of analysis. The experimental group was involved in an inservice program which utilized mental health consultants from local and state clinics. The results indicated that teachers' attitudes toward children with emotional problems were changed in specific areas. The results seemed to indicate that teachers have a better understanding of children with emotional problems after attending inservice programs conducted by Mental Health consultants. Also, it was found that corporal punishment was used less and behavior modification techniques were used more by those teachers in order to assist children in becoming more emotionally stable. (Appendixes include letters pertaining to the practicum, agenda of the inservice meetings, and a mental health consulting survey form.) (Author)

ED 120 187

Yarger, Wendolynne Polk

A Study of Conceptual Level, Perceived Learning Style and Intended Use of Teaching Materials.

Pub Date Apr 76

Note—21p.; Presented to the American Educational Research Association Conference (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Classroom Materials, *Concept Formation, Effective Teaching, *Teacher Developed Materials, Teacher Evaluation, Teacher Improvement, *Teaching Quality, *Teaching Styles

SP 009 961

This study examined (1) teachers' ability to describe their own learning style and (2) whether teachers of differing conceptual levels view their own materials as primary or supportive instructional aids. The Paragraph Completion Test was administered to 34 teachers to measure conceptual level. These teachers were also asked to describe their own learning style and to develop materials for their classrooms. Results indicated that high conceptual level teachers are better able to predict their own best learning style than low conceptual level teachers, and that high conceptual level teachers design materials to be used as part of primary instructional strategy, while low conceptual level teachers design materials to supplement already existing or required text. (The Paragraph Completion Test used in the study is included.) (DT)

ED 120 188 SP 009 965

Bliss, Leonard B. Vickery, Tom Rusk
The Use of Professional Beliefs in the Study of Teachers and Teaching.
Pub Date 22 Apr 76

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 22, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Classification, *Rating Scales, *Reliability, Screening Tests, Teacher Alienation, *Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, Teacher Morale

This study was undertaken to test the authenticity of an earlier study by Olmsted, Blackington, and Houston which devised a way of categorizing teachers according to their responses on a number of scales having to do with their attitudes about the profession. The previous study used 60 preservice teacher interns, mostly female, from Michigan State University. Seven identifiable types were discovered. The unique characteristics of each type concerned such things as respect for authority, concept of the goals of teaching, conformity, and alienation from other teachers. The present study used 60 randomly chosen teachers from six school districts. The subjects included male and female teachers, elementary and secondary teachers, and new and experienced teachers. Only five types were identified in this study, and those types did not have as definitive characteristics as in the first study. It was concluded that the Olmsted test could not be generalizable to a larger sample of teachers and therefore should be used neither to predict teacher behavior nor as a screening tool for teacher education programs or for hiring. It was recommended that future studies of teacher attitudes utilize clearer and more definite scales and that better ways of measuring reliability of raters be established. (References and tables are included.) (CD)

ED 120 189 SP 009 967

Swann, Margaret H.
An Experiment In Field-Based Elementary Teacher Education.

Shepherd Coll., Shepherdstown, W. Va.
Pub Date [75]

Note—9p.; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, Experimental Curriculum, *Field Experience Programs, *Preservice Education, Teacher Education, *Teacher Education Curriculum, *Teaching Experience, Teaching Skills

The Experimental Program in Elementary Education (EXEL) at Shepherd College in West Virginia began in 1973 with authorization by the West Virginia State Department of Education. The program was developed with the hope of producing more confident and competent teachers. EXEL provides continuous field experience from the second semester of the sophomore year through a final six weeks of student teaching. Questionnaires administered to students, cooperating teachers, and principals associated with EXEL demonstrated that students completing the EXEL program were more confident and better prepared than students completing a traditional program. Data also indicated that the program proved to be a realistic screening process and a means of establishing and encouraging communication between public school teachers and college methods instructors. (DMT)

ED 120 190 SP 009 968

Golden, Jeanne M. Lyons, Paul R.
The Evaluation and Impact Of The Master of Education Degree Program As Reported By Program Graduates.

Frostburg State Coll., Md.

Pub Date Mar 76

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Followup Studies, Graduate Study, *Graduate Surveys, Higher Education, *Job Satisfaction, Masters Degrees, Personal Growth, Program Effectiveness, *Program Evaluation, Promotion (Occupational), Teacher Employment, *Vocational Followup

This study examined the satisfaction of master of education degree recipients with the Frostburg State College graduate program. Respondents were asked to evaluate the effects of their program experience on their personal growth and on their occupational performance. From 60 to 95 percent of evaluative ratings across items were positive. Ninety-one percent of the respondents were employed in education organizations, and almost three-fourths were teaching. Program advisement and counseling were reported as being available and of reasonably high quality, although access to these services could be improved. There were clusters of positive responses with reference to feelings of personal achievement, valuing by peers, occupational security, and occupational competence. This growth corresponds to a coincidence of 76 percent between completion of the program and receipt of promotion, advance in salary, or increased job responsibility. More than 25 percent of the respondents reported an increase in job responsibility. With the exception of those program objectives which represent skills development and cognitive development, the respondents were positively oriented toward all objectives, but less emphatically so to the following objectives: increased understanding of the mission and function of education; increased interest in adjunct fields of study; and increased ability to seek and find solutions to professional problems. High levels of satisfaction were reported in reference to the faculty, instructional methods, and the effectiveness of the instructional program. (CD)

ED 120 191 SP 009 971

Greenberg, Jerrold S.

Teaching Strategies for Mental Health.

Pub Date 5 Apr 76

Note—7p.; Paper presented at the Annual Meeting of the Association for the Advancement of Health Education (Milwaukee, Wisconsin, April 5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Clinical Experience, Course Descriptions, *Field Experience Programs, Graduate Study, *Health Education, Health Needs, *Health Services, Higher Education, Psychological Patterns, Research, Sociopsychological Services, *Student Developed Materials, Student Projects

This paper describes a course called the Psychosocial Component in Health Education, which is offered as part of the health education program at the State University of New York at Buffalo—a graduate program for school and community health educators. In this particular 16-week course, students must write a research paper on one specific health problem and then devise a 10-week instructional unit which tries to solve the problems uncovered by their research. These problems must deal with the psychological or sociological aspects of health behavior rather than with physiological ones. While the students are taking the course, they are simultaneously enrolled in a field study course where they teach the unit they develop. At a certain point in the course students form four-member health support teams in which they discuss health issues and prescribe behavior for one another for improved health. The thrust of the course and the program is that students must actively apply knowledge if college courses are to be meaningful. (CD)

ED 120 192 SP 009 973

Pesavento, Wilma J. Pesavento, Lisa C.
Javelin, Arrow, Dart and Pin Games of Native American Women of the Plains.

Pub Date Apr 76

Note—9p.; Paper presented at the Research Session of the Annual Meeting of the American

Alliance for Health, Physical Education and Recreation (Milwaukee, Wisconsin, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—American History, *American Indian Culture, *American Indians, Anthropology, *Females, *Games, *Recreational Activities, Womens Athletics

This study was designed to determine (1) the arrow, dart, javelin, and pin games of Native American girls and women of the Great Plains, (2) the geographical spread of the games within the culture area, and (3) the characteristics of the various games. Data for this investigation were researched from "Annual Reports of the Bureau of American Ethnology, Smithsonian Institution," and "American Anthropologist." The games of ring and pin and snowsnake were played during the period under observation. The ring and pin game consisted of thrusting a needle-like object through multiple targets which were strung on a thong with a needle. The implements of the game were similar throughout the culture area. Snowsnake was a game where a javelin-like stick was thrown across a hard surface to outdistance opponents. Snowsnake generally was played in ice or hard packed snow, but on paths, roads, or bare ground. Ring and pin had some limited ceremonial significance; no rituals accompanied snowsnake, nor was it a part of a ceremony. (Author/CD)

TM

ED 120 193 TM 005 088

Prevost, Maurice

Evaluation: Evolution (Evaluation as Evolution).

Pub Date May 75

Note—131p.; In French with a 9 page English Summary

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—*Administrator Guides, Decision Making, *Evaluation, *Evaluation Methods, Measurement, Models, Program Evaluation

Five definitions of evaluation are considered: (1) evaluation as measurement; (2) evaluation as the process used to determine how well prespecified objectives have been achieved in measurable performance; (3) evaluation as professional judgement; (4) evaluation as public opinion; and (5) evaluation as tax dollars. The advantages and disadvantages of these definitions are compared. For the administrator, guidelines are established which focus on decision-making, decision models, types of decisions, type of evaluation, global evaluation models, and the evaluation of a teaching program. Forms which are provided in the document may facilitate an evaluation which is systematic, and open to public discussion and scrutiny. (BJG)

ED 120 194 TM 005 114

Alvir, Howard P.

A Simplified Example of How to Extract More Planning Data from Existing Evaluation Instruments.

Pub Date 1 Mar 75

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Conferences, *Educational Development, Educational Improvement, Educational Planning, Efficiency, *Evaluation Methods, Evaluation Needs, *Guidelines, Inservice Teacher Education, *Institutes (Training Programs), Meetings, *Models, Questionnaires, Relevance (Education), Summative Evaluation, Validity, Workshops

A step-by-step method for designing and improving evaluation methods is presented for educators who are in the position of evaluating an educational gathering of adults. This method is to insure that evaluation instruments are: (1) accurate enough to provide valid data; (2) short enough to be filled out by a large group of evaluators in a hurry to go home; and (3) relevant enough to elicit concrete comments. It shows how to tabulate the evaluation accurately, rapidly, and systematically. Part I of the document is an evaluation summary and a complete evaluation report. Part II shows how to develop summaries and complete evaluation reports. Part III explains how to apply this evaluation approach to different situations. (BJG)

ED 120 195 TM 005 147

Alvir, Howard P.
Fundamentals of Research Design.
 Pub Date 3 Oct 75
 Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Data Analysis, Evaluation Methods, Guidelines, *Research Design

A research design is used to find out how effective a given piece of research has been. This short course in the fundamentals of research design is intended to bring together a few typical examples and a few generally accepted principles of research in a practical kit. After a brief introduction on how to progress from data that is uncountable to data that is countable, stress is placed on coming up with data that is countable. Since analysis of research design must be done quickly and accurately, a shorthand notation is introduced that helps x-ray a wide variety of designs through common terminology. Whenever a piece of research has been analyzed in this framework, it is possible to distinguish valid design from invalid design. The second section of the document provides self-study material that can be used for independent study. This will give a brief introduction to the fundamentals of research design. (RC)

ED 120 196 TM 005 151

Buhmeyer, Kenneth J.
Predicting Success in a Physician Extender (Medex) Program.
 Pub Date Jul 75

Note—104p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—*Admission Criteria, *Grade Point Average, Health Occupations, Higher Education, Medical Education, Personality Tests, *Physicians Assistants, *Predictive Ability (Testing), *Predictor Variables, Psychological Tests, Student Evaluation

Objective psychological measures, personal historical data, and seven criterion measures of performance were made on 67 physician extenders (MEDEX) in five consecutive classes at a southeastern university training site over a two year period, October 1972-April 1975. Multiple regression analysis was used to identify significant predictors for each of the seven areas of the program evaluated by a grade point average. The predictors varied depending on whether assessment was directed toward academic, psychomotor, or interpersonal skills. These findings suggest that certain psychological measures and personal historical data are important to consider when admitting or counseling students considering technically based physician extender training programs. (Author)

ED 120 197 TM 005 154

Hanford, George H.
Minority Programs and Activities of the College Entrance Examination Board: A Critical Review and a Brief Look Ahead.

College Entrance Examination Board, New York, N.Y.

Pub Date 76
 Note—71p.
 Available from—College Entrance Examination Board, Box 2815, Princeton, New Jersey 08540 (Item No. 252 227, Free)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, *College Admission, College Entrance Examinations, *Disadvantaged Youth, Economically Disadvantaged, Educational Change, Educational Development, Educational Discrimination, Educational Needs, Educational Opportunities, *Equal Education, Financial Problems, Guidance Programs, Higher Education, *Minority Groups, Predictive Validity, Secondary Education, Test Bias, *Testing Problems

Identifiers—*College Entrance Examination Board

The College Entrance Examination Board's (CEE) internal review of its efforts to develop and implement programs to expand educational opportunities for minorities and the poor revealed that the Board had not been as successful as it had hoped. Most of the Board's efforts to ensure equal access to higher education focused on guidance programs, test center desegregation, financial assistance, and test use. Although these programs benefited some, few changes occurred

in CEEB's major testing programs. CEEB found that extensive validity studies confirmed the predictive validity of their tests despite accusations of bias. Massive aid, to the neediest first, was seen as the only method for improving the educational opportunities of the poor, as the Board's College Scholarship Service need-analysis system was inadequate. Suggestions for the future were presented in these areas: explicit activities that should be continued or undertaken; explicit needs to which the College Board should make pragmatic response; explicit activities that should be deemphasized; general activities in which minority interests should be kept in the forefront of staff thinking; and areas in which the College Board has a social responsibility to support the interests of minority youth. (BJG)

ED 120 198 TM 005 155

Sturges, Jack Quina, Patricia
An Instrument to Predict Job Performance of Home Health Aides--Testing the Reliability and Validity.

Home Health Services of Louisiana, Inc., New Orleans.

Pub Date Jun 71
 Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Geriatrics, *Home Health Aides, *Inservice Programs, Multiple Choice Tests, Nurses Aides, *Personnel Selection, *Predictive Ability (Testing), Program Effectiveness, Task Performance, *Test Construction, Test Reliability, Test Validity

The development of four paper-and-pencil tests, useful in assessing the effectiveness of inservice training provided to either nurses aides or home health aides, was described. These tests were designed for utilization in employment selection and case assignment. Two tests of 37 multiple-choice items and two tests of 10 matching items were constructed. All item content was related to knowledge of nursing care. Reliability coefficients and validity coefficients of plus mean scores obtained prior to and following inservice training were reported. The data were obtained from nurses' aides who were employed to provide personal and rehabilitative care under supervision to geriatric patients in the patient's home. At least moderate success was reported in developing instruments which could be useful in selecting nurse's aides for employment, in selecting aides for assignments to patients requiring differing degrees of nursing care, and in assessing the effectiveness of inservice training in basic elements of nursing care. The tests and aide job-performance rating scales are appended. (Author/BJG)

ED 120 199 TM 005 157

Neset, Bonna
Potters' House Evaluation 1974-75. A Title III ESEA Project.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-23

Pub Date Jul 75

Note—42p.; Some parts may not reproduce clearly due to quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Artists, Art Teachers, *Creative Art, Curriculum Enrichment, *Enrichment Programs, *Intermediate Grades, *Program Evaluation, Questionnaires, *Student Evaluation, Student Improvement, Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Minneapolis Public Schools, Minnesota (Minneapolis), *Pottery

The Potters' House, an ESEA Title III program, began in the fall of 1974. This report summarizes the first year of operation for the project. The overall goal of the program was to enrich the curriculum in North and Northeast Minneapolis elementary schools by giving intermediate grade students one to one contact with professional artists serving as potters in residence in the schools. Each of six elementary schools housed a Potters' House and a potter-in-residence. Program operations varied greatly among the schools involved. About 250 elementary students participated in sessions ranging in length from 8 to 15 weeks. This evaluation was conducted after the fall and spring sessions. Referring teachers and potters filled out similar questionnaires for each child in the program. The questions asked why the student was enrolled in the program and if any changes in behavior had been noticed since the

student's participation. Results seemed to indicate that children who were chosen by their teachers for the program because of lack of confidence, behavior problems, and/or boredom with school benefitted from the program. Increased creativity and self-confidence were the most noted behavior changes. (Author/DEP)

ED 120 200 TM 005 158

Johnson, Lary
Participant Reactions to Three Years of Human Relations Programs in the Minneapolis Public Schools 1972-1975.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-60

Pub Date Jun 75

Note—26p.; For a related document, see ED 115 661

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Communication Skills, Cultural Awareness, *Elementary Secondary Education, Ethnic Groups, *Human Relations Programs, Instructional Staff, *Participant Satisfaction, *Program Effectiveness, *Program Evaluation, Questionnaires, School Personnel, School Surveys, Teacher Attitudes

Identifiers—*Minneapolis Human Relations Program, Minneapolis Public Schools, Minnesota (Minneapolis)

Minneapolis Public Schools (MPS) staff members have participated in Tuesday released time human relations activities for three years to improve the climate of mutual trust and respect among members of the school community, to develop interpersonal communication skills, and to become more sensitive to values and attitudes of others. Using participant responses to a post-program questionnaire (80 percent response, 2,700 people) as a rough measure of program effectiveness, the results appear to be mixed. Some of the more favorable results were that the majority of the participants said that the Human Relations Program was worthwhile, that relationships among staff improved, and that their understanding of other racial and cultural groups improved. Some of the less favorable results were that the activities at some schools were rated positively by less than half of the participants, and that about 30 percent of the total group of participants did not feel that the three years of human relations activities had an impact on their relationships with adults and students in their school setting. Recommendations and directions for the future are proposed. (RC)

ED 120 201 95 TM 005 159

Bergeth, Robert L.
Minneapolis Public Schools 1975 Title I Summer School Program: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No.—C-74-15

Pub Date Dec 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, *Compensatory Education Programs, Disadvantaged Youth, Educational Objectives, Mathematics, Program Effectiveness, *Program Evaluation, Questionnaires, Reading, *Student Attitudes, *Summer Schools

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Minneapolis Public Schools, Minnesota (Minneapolis)

The objectives of the Minneapolis summer school program, which was aimed at those youngsters showing the greatest need as determined by the fall 1974 needs assessment, were to maintain and/or improve the reading skills; math skills; attitudes toward school, reading, math, and self of Title I students. This study is based on randomly selected pre-3rd grade and pre-4th grade students who were tested at the beginning and end of summer school. Key findings were: (1) it appears that the reading skills of pre-3rd and pre-4th graders were either maintained or improved; (2) the reading objective was also met or exceeded as determined by the student's performance on the Dolch Word List; (3) while students appeared to make progress in reading, there were still many students who couldn't identify words which were introduced to them in their initial reading books in Book A (pre-primer 1) and Book B (pre-

primer 2); (4) student attitudes toward summer school were very positive; (5) student attitudes toward reading and math were generally positive and little or no difference existed between the pre- and posttest. A number of recommendations were given. A student Attitude Questionnaire was appended. (Author/BJG)

ED 120 202 TM 005 160
Fetters, William B.

National Longitudinal Study of the High School Class of 1972: Comparative Profiles One and One-Half Years After Graduation.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-76-220
Pub Date 75

Note—68p.; For related documents, see ED 097 368-372 and ED 111 850

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Ability, Career Planning, *Comparative Analysis, Geographic Regions, High School Curriculum, *High School Graduates, *Longitudinal Studies, *National Surveys, Post Secondary Education, Racial Differences, Senior High Schools, Sex Differences, Socioeconomic Status, Statistical Data, Student Attitudes, Student Experience, Student Records, Work Experience

Identifiers—*National Longitudinal Study

The National Longitudinal Study (NLS) is periodically querying a large national sample of members of the high school class of 1972 to chart their educational, vocational, and personal development and to relate this information back to earlier experiences, plans, and personal and biographical attributes. The study will provide a better understanding of the growth and development of persons under the American educational system and the factors associated with individual educational and career outcomes. This report presents data obtained from responses to selected items on the First-Followup Questionnaire which was administered in the fall of 1973. The response data was simplified, condensed, and organized for a concise presentation thought to be of general interest to a broad group of policymakers and researchers. Tables are presented, which are comparative profiles of class of 1972 high school graduates 1 and 1/2 years after graduation, on these topics: (1) male-female comparisons; (2) high school group comparisons; (3) racial-ethnic group comparisons; (4) academic ability group comparisons; (5) socioeconomic group comparisons; and (6) regional comparisons. Family status and living conditions in October 1973; plans, values, and attitudes; postsecondary education; and civilian work experiences are the classes of variables included in these tables. The NLS First Follow-Up Questionnaire, Form A, is appended. (Author/BJG)

ED 120 203 TM 005 162
Hechi, Alfred R.

Utility of the CIPP Model for Evaluating an Established Career Program in a Community College.

Pub Date Jul 75

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Career Education, *Decision Making, Evaluation Methods, *Junior Colleges, Medical Laboratory Assistants, *Models, *Program Evaluation

Identifiers—*CIPP Model

How useful is Stufflebeam's Context, Input, Process, Product (CIPP) model for evaluating an established career program in a community college? On the basis of a case study, advantages of using CIPP include: comprehensiveness, flexibility, integration and decision-orientation. Implementation problems include: establishing procedures for delineating data to be collected; establishing criteria for classifying data elements into Context, Input, Process and Product categories; and establishing procedures for maximizing impact of study results on institutional decision-making. Although designed to sequentially evaluate new change projects and most widely applied in large school systems, the CIPP model is very

useful for evaluating an established program in a community college. (Author)

ED 120 204 TM 005 163
Mays, Luberta And Others

An Evaluation Report on Vegetable Soup: The Effects of a Multi-Ethnic Children's Television Series on Intergroup Attitudes of Children. Precise and Overview.

New York State Education Dept., Albany. Bureau of Mass Communications.

Pub Date Aug 75

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Affective Objectives, Attitude Tests, *Changing Attitudes, Childhood Attitudes, Comparative Analysis, Cultural Awareness, *Educational Television, Elementary Education, *Elementary School Students, Ethnic Groups, *Ethnic Relations, Intergroup Relations, Program Effectiveness, *Program Evaluation, Racial Attitudes, Summative Evaluation
Identifiers—*Vegetable Soup

This report presents the summative evaluation of Vegetable Soup, a multi-ethnic children's television series designed to reduce and/or eliminate the adverse effects of racial isolation in elementary school students of white, black, Asian, Puerto Rican, Chicano, and Native American backgrounds. It was the purpose of the research to test the predetermined objectives of the programs in order to assess the effect of the programs in bringing about attitudinal change on the part of those children who viewed them, compared with those children who did not. Data was collected by these methods: recording verbal responses as children viewed programs, analyzing verbal responses in terms of educational gains, and administering a formal test by using an interview technique. Positive verbal responses, attainment of objectives, and significant difference in intergroup attitudes of viewers compared to non-viewers were strong indicators of program effectiveness. The series had an effect on all children who viewed it, although some of the measures showed greater gains for some children, particularly in the areas of acceptance or rejection of others. Spontaneous responses generally indicated feelings of warmth, understanding, sympathy, and empathy for children of other ethnic groups. (RC)

ED 120 205 TM 005 164
Bernknopf, Stanley Bashaw, W. L.

An Investigation of Criterion-Referenced Tests Under Different Conditions of Sample Variability and Item Homogeneity.

Pub Date [Apr 76]

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Comparative Analysis, *Criterion Referenced Tests, *Item Analysis, Language Tests, *Norm Referenced Tests, *Test Construction, *Test Reliability, Undergraduate Students

Identifiers—Language Skills Examinations, Test Homogeneity, Test Theory, University System of Georgia, Variance (Statistical)

The present study was designed to examine whether or not traditional procedures concerning item selection and reliability are both applicable and appropriate for criterion-referenced (CR) tests. It was also designed to examine traditional procedures and those designed especially for CR testing in relation to test variance and item homogeneity. Specifically, the following questions were formulated: (1) How are traditional and criterion-referenced item selection techniques interrelated? (2) How are traditional and criterion-referenced reliability indices interrelated? (3) To what degree does variability among subjects and homogeneity of items affect traditional and criterion-referenced item selection procedures and reliability indices? The results of the study indicate that the construction of CR tests can be greatly facilitated by item analysis procedures such as phi, and the application of traditional reliability estimates such as KR-20. The procedure of trying out test items on a group of examinees consisting of master and nonmasters is recommended. (Author)

ED 120 206 95 TM 005 165
Godbout, Robert C. And Others
Analysis of Unbalanced Data.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 75]

Contract—NIE-C-74-0088

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Analysis of Variance, *Data Analysis, *Educational Research, Hypothesis Testing, Multiple Regression Analysis, Research Design, *Research Methodology, *Research Problems, *Statistical Analysis

Identifiers—*Unbalanced Data

The present paper contributes to research methodology as practiced in the field by providing practitioners with a concise statement of the problems in analyzing unbalanced designs, and by clarifying the conditions under which the analysis alternatives are most appropriate. The purposes of the present paper are: (1) to examine the analysis alternatives which have been suggested for unbalanced data, (2) to determine the interpretation appropriate to each type of analysis, and (3) to suggest which of the techniques are appropriate for different types of research questions. The above concepts are illustrated with data from typical research studies. (Author)

ED 120 207 TM 005 166
Tinkelman, Sherman N.

Improving the Classroom Test: A Manual of Test Construction Procedures for the Classroom Teacher.

New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.

Pub Date 75

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Elementary Secondary Education, Essay Tests, *Guidelines, Multiple Choice Tests, Objective Tests, Scoring, *Teachers, *Test Construction

Identifiers—Completion Tests, Matching Tests, True False Tests

The purpose of this bulletin is to help the teacher derive the full value from the classroom test as an important educational tool. Principles of good test construction are explained and illustrated. Concrete examples of good procedure and poor procedure are offered. A checklist is presented of the salient points to keep in mind when preparing a test. No consideration is given in this bulletin to the curricular implications of classroom tests, vital as they are. The special concern of this bulletin is not "what to test", but rather "how to test." (RC)

ED 120 208 TM 005 167
Hollingsworth, F. Ily H.

An Analytical Investigation of the Robustness and Power of ANCOVA with the Presence of Heterogeneous Regression Slopes.

Pub Date [Apr 76]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Analysis of Covariance, *Hypothesis Testing, Models, *Tests of Significance

Identifiers—Heterogeneous Regression Planes, K Sample Regression Linear Model, Power (Statistics)

This study shows that the test statistic for Analysis of Covariance (ANCOVA) has a noncentral F-distribution with noncentrality parameter equal to zero if and only if the regression planes are homogeneous and/or the vector of overall covariate means is the null vector. The effect of heterogeneous regression slope parameters is to either increase or decrease the power of the F-test of ANCOVA. This depends on the relationship of the true difference of the treatment effects of two groups with respect to the dot product of the vector of overall covariate means and the vector of the difference of the two groups' slope parameters. (Author/RC)

ED 120 209 TM 005 168

Vale, C. David Weiss, David J.
A Simulation Study of Stradapive Ability Testing. Research Report 75-6.
Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—RR-75-6

Pub Date Dec 75

Note—62p.; For a related document, see TM 005 086

Available from—Psychometric Methods Program, Dept. of Psychology, Univ. of Minnesota, Minneapolis, Minnesota 55455 (free while supplies last)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—*Ability, Branching, *Comparative Analysis, *Computer Oriented Programs, Correlation, Individual Differences, Item Banks, Response Style (Tests), Scores, *Simulation, *Testing

Identifiers—*Stradapive Ability Testing

A conventional test and two forms of a stradapive test were administered to thousands of simulated subjects by minicomputer. Characteristics of the three tests using several scoring techniques were investigated while varying the discriminating power of the items, the lengths of the tests, and the availability of prior information about the testee's ability level. The tests were evaluated in terms of their correlations with underlying ability, the amount of information they provided about ability, and the equiprecision of measurement they exhibited. Major findings were (1) scores on the conventional test correlated progressively less with ability as item discriminating power was increased beyond $a=1.0$; (2) the conventional test provided increasingly poorer equiprecision of measurement as items became more discriminating; (3) these undesirable characteristics were not characteristic of scores on the stradapive test; (4) the stradapive test provided higher score-ability correlations when item discriminations were high; (5) the stradapive test provided more information and better equiprecision of measurement when test lengths and item discriminations were the same for the two strategies; (6) the use of valid prior ability estimates by stradapive strategies resulted in scores which had better measurement characteristics than scores derived from a fixed entry point; and (7) a Bayesian scoring technique provided scores with good measurement characteristics. (Author/RC)

ED 120 210 TM 005 169

Wirtz, Willard Goldstein, Harold

A Critical Look at the Measuring of Work.

National Manpower Inst., Washington, D.C.

Pub Date Aug 75

Note—53p.

Available from—National Manpower Institute, Suite 414, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$3.00 ea., 5-100 copies, \$2.00 ea., 100 or more, \$1.00 each)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Economic Climate, *Economics, Economic Status, *Employment, Employment Patterns, *Guidelines, Labor Economics, *Manpower Utilization, *Measurement, Prediction, Program Evaluation, Statistics, Surveys, Unemployment

Identifiers—*Work Measurement

The purposes of work measurements are to provide an economic indicator for developing counter cyclical fiscal and monetary policy, and to facilitate the development and implementation of more full employment measures. This report presents five part recommendations or guidelines that would improve the use of labor statistics as a vital tool for economic prediction. (Author/DEP)

ED 120 211 TM 005 170

State Assessment of Educational Progress in North Carolina, 1973-74, Cultural Arts, Grade 3.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Research.

Pub Date Dec 74

Note—124p.; For a related document, see TM 005 171

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—*Educational Assessment, Elementary Education, Family Income, *Fine Arts, Geographic Regions, *Grade 3, Parent Education, Racial Differences, Sex Differences, *State Programs, *Testing Programs, Test Results, Tests

Identifiers—*North Carolina

A representative sample of about 2,500 third-graders took the Cultural Arts Test, a perception survey which was part of the 1973-74 State Assessment of Educational Progress in North

Carolina. The test dealt with students' perceptions of their own competence, interests, preferences, and happiness in the cultural arts; of their teachers, and principals' cultural arts interests; of in-school and out-of-school arts activities; of exposure to artists and objects; and of the general areas of self, parents, peers, teachers, and school. Questions were asked related to four specific cultural arts areas: visual arts, music, dance, and speech/drama/poetry. Throughout the test, the visual arts received more positive responses than any of the other three areas. These positive rankings might be considered typical: (1) visual arts, (2) speech/drama/poetry, (3) music, and (4) dance. Results are presented by race and sex, region, family income level, and parental education level. There were differences among students with varying backgrounds, but these differences were not consistent across all the sets of items and across all four cultural arts areas. The Cultural Arts Test is appended. (RC)

ED 120 212 TM 005 171

State Assessment of Educational Progress in North Carolina, 1973-74, Health and Physical Education, Grade 3.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Research.

Pub Date Dec 74

Note—78p.; For a related document, see TM 005 170

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Educational Assessment, Elementary Education, Family Income, Geographic Regions, *Grade 3, *Health, Parent Education, *Physical Education, Racial Differences, Sex Differences, *State Programs, Testing Programs, Test Results, Tests

Identifiers—*North Carolina

In the 1973-74 North Carolina State Assessment approximately 2,500 third-graders took a health test and a physical education test. The students were randomly selected to represent the third-grade population in the state as a whole and in the three geographic regions: Mountains, Piedmont, and Coastal Plains. Both sexes were about evenly represented. About 70 percent were white and 30 percent nonwhite, reflecting the overall racial composition of the state. The health test covered a variety of major health areas such as food and nutrition, dental care, first aid, safety, personal care, growth and development, mental health, and environmental health. Motor performance was measured by the physical education test. Softballs and balance beams replaced papers and pencils as third graders participated in a variety of physical activities: shuttle run, wall rebound, standing broad jump, balance walk, and throw for distance. No conclusions are drawn about the health test performance because of its experimental nature and the absence of solid criteria for judging good performance. Results of the physical education test are presented by state, region, race, sex, family income level, and parental education level. Again, no conclusion were drawn due to the lack of standards of acceptable motor performance. The two tests are appended. (RC)

ED 120 213 80 TM 005 172

Operating an Objective-Referenced Testing Program: Florida's Approach to Large-Scale Assessment.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.

Pub Date 75

Note—57p.

Available from—SEAR, Wisconsin Dept. of Public Instruction, 126 Langdon St., Madison, Wisconsin 53702 (Report No. 28, Free)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
 Descriptors—Contracts, *Criterion Referenced Tests, Data Analysis, Educational Accountability, Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Guidelines, *State Programs, Testing, *Testing Programs, Training

Identifiers—*Florida Statewide Assessment Program

The pros and cons of using behavioral objectives, the merits of norm-referenced versus objective-referenced tests, and the virtues of sampling versus census testing are familiar topics in evaluation literature. Far less common is practical information on how to implement objective-referenced

testing, particularly the large-scale testing required for statewide testing programs. This monograph aims to partially fill the noticeable gap and begin to provide practical guidance in the area of objective-referenced testing. The chapters do not cover all aspects of testing since much information is available on standardized testing. Moreover, whether a large-scale testing program uses an objective- or a norm-referenced test, testing procedures automatically become standardized due to the need for uniformity if comparable data is to be obtained. The major topics included here are accountability and product objectives, contracting, training, administration problems, and analysis of results. The text describes procedures used in Florida and, to the degree possible, the constraints and modifications of these procedures. No effort has been made to translate Florida's activities into a set of prescribed procedures, although practical suggestions are offered throughout. The monograph focuses in depth on various aspects of the Florida Statewide Assessment Program. The 1974-75 Request for Proposals (RFP) in Appendix B describes in detail the entire 1974-75 testing program, while a history provides a frame of reference for Florida's educational system and the constraints within which the program operates. (Author)

ED 120 214 TM 005 173

Chandler, Theodore A. Patterson, Richard G.
Likert vs. Yes-No Response Modality in Locus of Control Measurement.

Pub Date [Apr 76]

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Comparative Analysis, Factor Analysis, Individual Differences, *Locus of Control, *Measurement, *Response Mode, Test Reliability, Test Validity, Undergraduate Students

This study demonstrated the efficacy of a Likert format in contrast to two choice formats in eliciting a more normal distribution of internal-external locus of control responses in a highly variable lower class university sample. The revised Likert format, in contrast to the original, collaborated other research evidence suggesting a multifactor scale. Significant mean reversals across test formats, in spite of test-retest reliability, suggest that response modality may be a significant variable. (Author)

ED 120 215 80 TM 005 174

Coldiron, J. Robert Skiffington, Eugene W.
Condition Variables in Relation to Measured Student Performance: The Use of Indicators in Pennsylvania.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—89p.; Table 3 may reproduce poorly due to small print size

Available from—State Educational Accountability Repository (SEAR), Wisconsin Dept. of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702 (Free)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—*Academic Achievement, Classification, *Educational Assessment, Educational Objectives, Educational Quality, Elementary Secondary Education, Literature Reviews, *Predictor Variables, *State Programs, *Student Evaluation

Identifiers—*Condition Variables, Pennsylvania Educational Quality Assessment

In order to accurately assess quality education, it is essential to obtain objective information about student performance in a given school. Before this can be done, it is necessary to determine exactly what factors are related to student performance. Quality education implies goals, methods of reaching them, and criteria to judge progress in reaching them. An indicator is the measurement of a criterion of progress. In order to discuss indicators logically, Section I discusses their classifications. Indicators are seen as measures of input to the educational process, or as measures of the products (output) of the educational process, and some are seen as both input and output; that is, they are interactive. After a

review of the literature, Section III describes briefly the Pennsylvania assessment program, student performance measures, indicators used in the Pennsylvania program, and procedures employed in the analysis and relationships observed among indicators. Although most of the observed relationships are based on the assessment of fifth and eleventh graders conducted between 1969 and 1973, additional findings on more recent assessment are also reviewed. In the final section, some citizen suggestions of indicators are translated from narrative statements to numerical codes. Such coding should give citizens a way to compare their school to another school or to some established standard. (RC)

ED 120 216 TM 005 175

Donovan, David L. And Others

School and District Reports: Explanatory Materials. The Third Report of the 1973-74 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date Oct 73

Note—38p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-186; Charts may be of marginal legibility due to poor reproducibility of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Attitude Tests, Behavioral Objectives, Criterion Referenced Tests, Dropout Rate, *Educational Assessment, Educational Finance, Elementary Education, Grade 4, Grade 7, Human Resources, Mathematics, Minority Groups, Reading, *School Districts, *Schools, *State Programs, Student Enrollment, *Test Interpretation, Test Results, Verbal Tests

Identifiers—*Michigan Educational Assessment Program

This explanatory report was prepared to assist educators in the interpretation of the local and school district summary reports provided by the 1973-74 Michigan Educational Assessment Program. Information concerning the interpretation of student and classroom reports was provided in a separate report. The first section of this report describes the educational assessment measures used in the 1973-74 program. The second contains aids for interpreting the information contained in the reports and includes facsimiles of the forms used to report assessment results to local school districts. The final section contains cautions that should be exercised in the interpretation of the school and school district reports. Appendix A contains a listing of the mathematics and reading performance objectives for grades four and seven assessed in the 1973-74 program; Appendix B contains the norm tables necessary for interpreting the human and financial resource information at the school and district levels; Appendix C contains the definitions of the educational assessment measures. (Author)

ED 120 217 TM 005 176

Donovan, David L. And Others

Individual Student and Classroom Reports: Explanatory Materials, 1973-74. Michigan Educational Assessment Program Second Report.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date [73]

Note—31p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-186; Charts may be of marginal legibility due to poor reproducibility of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement Tests, Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Elementary Education, Grade 4, Grade 7, *Guides, Mathematics, Reading, *State Programs, *Teachers, *Test Interpretation, Test Results, Verbal Tests

Identifiers—*Michigan Educational Assessment Program

For the first time, the Michigan Educational Assessment Program emphasizes providing classroom teachers with extensive information about the performance of students on selected performance objectives that are tested in the program. This guide was prepared to help educators interpret the information provided for individual students and for classroom groups. This booklet contains four sections. The first section describes the tests used in the 1973-74 educational assess-

ment program. The second section describes and illustrates the various report forms that are used to present individual student and classroom data. The third section contains aids in interpreting the information contained in the reports. The final section contains cautions that should be exercised in the interpretation of individual student and classroom reports. The selected performance objectives measured by the objective-referenced mathematics and reading tests are given in Appendix A of this report. (Author)

ED 120 218 TM 005 177

Mehrens, William

Technical Report: The Fifth Report of the 1973-74 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date 75

Note—63p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-186

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Achievement Tests, Attitude Tests, Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Elementary Education, Factor Analysis, Grade 4, Grade 7, Item Analysis, *Mathematics, Norms, Predictor Variables, *Program Descriptions, Reading, *State Programs, Test Reliability, Test Results, Test Validity, Verbal Tests

Identifiers—*Michigan Educational Assessment Program

The 1973-74 Michigan Educational Assessment Program (MEAP) provided information on twenty-two separate measures of interest to educators. The program provides for measures of (1) word relationships, (2) mathematics, (3) reading and (4) attitudes (optional). In contrast to past programs, the mathematics and reading instruments are objective-referenced. Each test contains items that measure a set of minimal performance objectives. Committees of Michigan educators assisted in the development and review of both the objectives and the items. Because of the representativeness of the content domain, the tests, in general, can be judged to have good content validity. However, there are individual cases of unclear objectives or test items which need to be improved. The reading and mathematics test in their entirety are reliable tests for group decision-making. However, for certain objectives, the measured reliability of the five associated test items is such that caution should be used before making decisions about an individual's attainment of a particular objective. A majority of the objectives were mastered by between 50 and 90 percent of the students. In general, students who scored higher on the word relationships test did better on the objective-referenced tests. Last, the attitude surveys utilized in the assessment program appear to be reliable measures of two separate factors. (Author/RC)

ED 120 219 TM 005 178

Fisher, Thomas H. And Others

Objectives and Procedures: The First Report of the 1973-74 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date Aug 73

Note—41p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-186

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement Tests, Attitude Tests, Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Elementary Education, Grade 4, Grade 7, Mathematics, Predictor Variables, *Program Administration, *Program Descriptions, Reading, *State Programs, *Testing Programs, Verbal Tests

Identifiers—*Michigan Educational Assessment Program

This first report in the Michigan Educational Assessment Program (MEAP) 1973-74 series presents the objectives of the program and indicates in detail some specific procedural questions relevant to this year's assessment. A revolutionary change in this year's program is the switch from normative tests to objective-referenced tests in reading and mathematics. The present tests measure 23 performance objectives in reading and 35 performance objectives in mathematics at the fourth grade level. The

seventh grade tests measure 23 reading and 45 mathematics objectives. Appendix A contains a list of the objectives which are measured by the tests. Procedural questions, primarily relating to program changes, deal with topics such as measures used in the program, word relationships tests, how tests will be administered and shipped, what students are to be tested, which results will be reported, the status of the student attitude test, and so forth. A list of selected program publications is appended. (RC)

ED 120 220 TM 005 179

Objectives and Procedures: The First Report of the 1974-75 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date Aug 74

Note—68p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-186

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Attitude Tests, Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Elementary Education, Grade 1, Grade 4, Grade 7, Mathematics, Predictor Variables, *Program Administration, *Program Descriptions, Reading, Sciences, *State Programs, *Testing Programs, Verbal Tests

Identifiers—*Michigan Educational Assessment Program

This first report in the 1974-75 Michigan Educational Assessment Program presents the objectives of the assessment program and indicates in detail some of the specific procedures to be used. The program provides achievement measures for grades one, four, and seven. The measures at all three grades are objective-referenced tests constructed through cooperative efforts of selected school districts, technical support contractors, and the Department of Education. For grade one assessment, introduced as a pilot project, there were 44 separate tests measuring 48 pre-primary performance objectives in the cognitive, affective, and psychomotor domains. The objectives tested are included as Appendix C. The fourth and seventh grade testing program measures student achievement of performance objectives in reading and math. The objectives are appended. Attitude and Word Relationships tests are optional in this year's program. A special feature of the 1974-75 program is the inclusion of experimental items in science and mathematics for grade four and seven. Procedural guidelines include such topics as testing dates, local district responsibility, materials shipment, students to be tested, reporting results, and so forth. (RC)

ED 120 221 TM 005 180

Objectives and Procedures: The First Report of the 1975-76 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date Jul 75

Note—68p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-179 and 184-186

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Grade 1, Grade 4, Grade 7, Grade 10, Health, Information Dissemination, Mathematics, Predictor Variables, *Program Administration, *Program Descriptions, Reading, *State Programs, *Testing Programs

Identifiers—*Michigan Educational Assessment Program

This report is written for local educators who are responsible for the administration of the Michigan Educational Assessment Program (MEAP) tests and for other people who are generally interested in the purposes and methodology of MEAP. The 1975-76 assessment will report 19 variables at the student, classroom, school or district levels, in the areas of (a) Human Resources, (b) District Financial Resources, (c) Percent Minority, (d) Dropout Rate, (e) Student Achievement, and (f) Size. The minimal performance objectives and MEAP tests were mainly developed by Michigan teachers and curriculum specialists. In addition to every-pupil testing of fourth and seventh graders in reading and mathematics, the 1975-76 program will con-

tinue the first grade pilot testing begun in 1974-75 in a selected sample of schools. The introduction of a volunteer grade 10 limited pilot project is the greatest change from previous years' assessment programs. This report also presents general information on the procedural aspects of the assessment program which will be found in greater detail in coordinator, administrator, and interpreter manuals which will accompany the MEAP testing materials and resultant data. (Author/RC)

ED 120 222 TM 005 181
Alvir, Howard P.

The Evolution of an Evaluation Form.

Pub Date 5 Jan 76

Note—36p.; For related document, see TM 005 183; Occasional light print

Available from—Howard P. Alvir, 27 Norwood Street, Albany, New York 12203 (For loan copy send stamped self-addressed envelope)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Evaluation, *Evaluation Methods, Guidelines, Inservice Teacher Education, Models, Questionnaires, Scoring, *Teacher Workshops, Test Construction

This document enables the would be evaluator to witness the evolution of an evaluation form through successive stages of development. Each stage of development is documented by examples and explanations. The subjects of the discussion are: participants' evaluation of inservice teacher workshops, observers' evaluation of participants at the workshop, and tabulating workshop evaluation forms. (Author/RC)

ED 120 223 TM 005 182

Alvir, Howard P.

Project Evaluation—Basic Design and Basic Forms.

Note—26p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Data Analysis, Data Collection, *Evaluation, *Evaluation Methods, *Guidelines, Models, *Program Evaluation, *Workshops

The objective of this research is to provide an outline of evaluation by objectives for a conference entitled Project Evaluation. As far as processes are concerned, this evaluation will result in a session-by-session evaluation form and transparencies to accompany the session-by-session evaluation form and to reinforce the main points under assessment. (Author/DEP)

ED 120 224 TM 005 183

Alvir, Howard P.

Three Packets with Which to Evaluate Teacher In-Service Workshops via Participant Evaluation and via Observer Evaluation.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date [76]

Note—31p.; For related document, see TM 005 181; Occasional light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Evaluation, *Evaluation Methods, *Guidelines, *Inservice Teacher Education, Questionnaires, Scoring, *Teacher Workshops, Vocational Education

Three evaluation packets which can serve as guidelines for evaluation models are illustrated in this document. These packages were designed originally for occupational educators, but editing can make these packets and evaluation forms applicable to any area in which secondary and post-secondary teachers attend an inservice workshop or training session. The first packet focuses on the evaluation of inservice workshops from the perspectives of participating teachers for use by occupational administrators and workshop directors. The second packet is aimed at improving the workshop component which is ranked as least successful. The final packet is geared toward evaluating inservice workshops from the viewpoint of observers. Instructions, sample questionnaires, and data analysis information accompany each packet. (DEP)

ED 120 225 TM 005 184

Fisher, Thomas H. And Others

School and District Reports: Explanatory Materials. The Third Report of the 1974-75 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services.

Pub Date Oct 74

Note—41p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 185-186

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Objectives, Criterion Referenced Tests, Dropout Rate, *Educational Assessment, Educational Finance, Elementary Education, Grade 4, Grade 7, Human Resources, Mathematics, Minority Groups, Reading, *School Districts, *Schools, *State Programs, Student Attitudes, Student Enrollment, *Test Interpretation, Test Results, Verbal Ability

Identifiers—*Michigan Educational Assessment Program

This explanatory report was prepared to assist educators in the interpretation of the local district and school summary reports provided by the 1974-75 Michigan Educational Assessment Program. Information concerning the interpretation of student and classroom reports was provided in a separate report. The first section of this report describes the educational assessment measures used in the 1974-75 program. The second section contains aids for interpreting the information contained in the reports and includes facsimiles of the forms used to report assessment results to local school districts. The final section contains cautions that should be exercised in the interpretation of the school and school district reports. Appendix A contains a listing of the mathematics and reading performance objectives for grades four and seven assessed in the 1974-75 program; Appendix B contains the definitions of the educational assessment measures. (Author)

ED 120 226 TM 005 185

Roeder, Edward D. And Others

Individual Student and Classroom Reports: Explanatory Materials. The Second Report of the 1974-75 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services.

Pub Date Oct 74

Note—36p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-186; Charts may be of marginal legibility due to poor reproducibility of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Attitude Tests, Behavioral Objectives, Criterion Referenced Tests, *Educational Assessment, Elementary Education, Grade 4, Grade 7, Mathematics, Reading, *State Programs, Testing Programs, *Test Interpretation, *Test Results, Verbal Tests

Identifiers—*Michigan Educational Assessment Program

In the 1973-74 Michigan Educational Assessment Program (MEAP), new objective-referenced tests measuring some of the state-level minimal mathematics and reading performance objectives were introduced. These tests and the reports of results provided classroom teachers with extensive information about the performance objectives. Tests similar to those used in the 1973-74 program were included in the 1974-75 program. This manual was prepared to help local educators interpret the information provided for individual students and for classroom groups. This booklet has four sections. Section one describes the tests used in the 1974-75 educational assessment program. The second section describes and illustrates the various report forms used to provide individual student and classroom data. The third section includes aids in interpreting the information contained in the reports. A list of cautions that should be exercised in the interpretation of these results is in the final section. The mathematics and reading performance objectives contained in the educational assessment program at grades 4 and 7 are given in the appendix. (Author)

ED 120 227 TM 005 186

Understanding and Utilizing the Data of the 1975-76 Michigan Educational Assessment Program. The Second Report of the 1975-76 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services.

Pub Date Jul 75

Note—41p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-185; Tabular material in Appendix B may be of marginal legibility due to small print size

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Behavioral Objectives, Criterion Referenced Tests,

Dropout Rate, *Educational Assessment, Educational Finance, Elementary Secondary Education, Grade 4, Grade 7, Human Resources, Mathematics, Minority Groups, Norms, Reading, School Districts, Schools, *State Programs, Student Enrollment, *Test Interpretation, *Test Results

Identifiers—*Michigan Educational Assessment Program

This report, the second in the 1975-76 series, is directed toward the local school district staff whose responsibility it is to read, interpret, and use the data generated by the Michigan Educational Assessment Program. This report combines in one booklet information that in previous years was contained in two booklets: the Individual Pupil Report: Explanatory Materials, and the School and District Report: Explanatory Materials. This booklet will be of particular value to the school principal and teachers. The 1975-76 Michigan Educational Assessment Program included objective-referenced tests in reading and mathematics at the fourth and seventh grades, a statewide pilot at the first grade, and a developmental pilot effort at the tenth grade with several volunteer schools. This report is devoted to an interpretation of the fourth and seventh grade data. In this report, the reader will find a discussion of the assessment measures, a detailed explanation of how to read each of the data reports generated by the program, and a set of suggested procedures for utilizing the test results. Some of this information can also be found on the principal's and teacher's test results folder provided to each participating school principal and teacher. (Author)

ED 120 228 TM 005 187

Noe, Michael J.

A Monte Carlo Study of Several Test Procedures in the Repeated Measures Design.

Pub Date Apr 76

Note—66p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Analysis of Variance, *Comparative Analysis, Computer Programs, Correlation, *Mathematical Models, Matrices, Simulation, Statistical Analysis, *Tests of Significance

Identifiers—Monte Carlo Method, *Repeated Measures, Type I Error

This study compared three approaches to the two-factor experiment with repeated measures on one factor: (1) the conventional mixed model analysis of variance, (2) the Greenhouse-Geisser conservative analysis of variance, and (3) multivariate extensions of analysis of variance. Computer simulated data were used in a total of 96 sets of covariance structures and sample size ratio to determine type I error rates when the usual covariance matrix restrictions of compound symmetry and equality across levels of the nonrepeated factor are violated jointly and separately. Practical implications of the results are discussed. (Author)

ED 120 229 TM 005 188

Subkoviak, Michael J.

Estimating Reliability from a Single Administration of a Mastery Test.

Pub Date Apr 76

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Criterion Referenced Tests, *Mathematical Models, Scores, Statistical Analysis, *Test Reliability

Identifiers—*Mastery Testing

A number of different definitions and indices of reliability for mastery tests have recently been proposed in an attempt to cope with possible lack of score variability that attenuates traditional coefficients. One promising index that has been suggested is the proportion of students in a group that are consistently assigned to the same mastery state across two testings. The present paper proposes a single test administration method of obtaining such an estimate. (Author)

ED 120 230 TM 005 189

Brager, Gary L.

Outliers and Accountability, Fact or Fiction?

Pub Date Apr 76

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—*Achievement Rating, Comparative Analysis, *Educational Accountability, Educational Assessment, *Educational Quality, Formative Evaluation, *Multiple Regression Analysis, Predictor Variables, *Schools, Validity Identifiers—*Statistical Outliers

The present paper sought to investigate the usefulness to accountability of identifying outlying schools through multiple regression. The outlier approach identifies schools which differ significantly for reasons other than variation in the predictors. The present study was not able to confirm the construct validity of the outlier approach for the author's school system. That is, educational process variables (observations, interviews, school size, staff ratios, ability scores, etc.) did not discriminate the positive from the negative outliers. Moreover, the study showed the outlier approach may be merely a tautology (i.e., 5% of the schools are outliers at the 5% level of significance.) (Author)

ED 120 231 TM 005 190

Cross, Lawrence H. Frary, Robert B.

A Study of Omitted Responses Under the Conventional Correction for Guessing.

Pub Date Apr 76

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Achievement Tests, *Guessing (Tests), Individual Characteristics, *Multiple Choice Tests, Personality Tests, *Response Style (Tests), Scores, *Scoring Formulas, Statistical Analysis, Undergraduate Students Identifiers—*Omitted Responses (Tests), Test Instructions

It has been demonstrated that corrected-for-guessing scores will be superior to number-right scores in providing estimates of examinee standing on the trait measured by a multiple-choice test, if it can be assumed that examinees can and will comply with the appropriate directions. The purpose of the present study was to test the validity of that assumption using data collected on 407 students enrolled in a freshman chemistry course at a large state university. The results showed that examinees who omitted items under formula scoring directions were omitting items for which, on the average, they were subsequently able to get significantly more correct than would be expected by chance when forced to guess. Moreover, there was a slight, but statistically significant relationship between success in guessing the correct answer to previously omitted items and two personality measures used in the study. (Author)

ED 120 232 TM 005 191

Feller, Barbara A.

Directory of Federal Agency Education Data Tapes.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-206

Pub Date 76

Note—176p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Adult Education, *Data Bases, Demography, *Directories, Educational Finance, *Educational Research, Elementary Secondary Education, *Federal Government, Health, Library Research, Magnetic Tapes, Manpower Utilization, Post Secondary Education, *Statistical Data, Statistical Surveys, Vocational Education, Welfare

This directory is the initial result of a Congressional mandate to the National Center for Education Statistics (NCES) to improve coordination among Federal agencies concerned with the collection and use of education data. It identifies and describes education data bases, predominantly quantitative, available on computer tape from Federal agencies conducting education-relevant research and maintaining data systems. The directory's emphasis is on describing the basic methodological and substantive aspects of the

survey or system from which the data are derived, the general content of the tape, and significant characteristics of the data. The following information is described for each data base: persons to contact for tape access and general information, objectives, date of data collection, periodicity of data collection, methodology, significant variables, cost of the tape, data characteristics, and auxiliary services. The directory is organized as follows: Elementary/Secondary Education; Postsecondary Education; Demographic, Vital, Health, and Welfare Data; Manpower Supply and Demand; Libraries and Media Centers; and Federal Outlays for Education. Within each level, the descriptions are arranged alphabetically by the agency which disseminates the data. (RC)

ED 120 233 80 TM 005 192

Skiffington, Eugene W.

Impact Study—Cooperative Accountability Project: An Investigation of Users' Reactions to the Printed CAP Materials and the Regional Educational Accountability Conferences on Techniques (REACT).

Colorado State Dept. of Education, Denver.

Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—73p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Conferences, Data Analysis, *Educational Accountability, Evaluation, Program Effectiveness, *Publications, *Surveys, *Use Studies

Identifiers—Cooperative Accountability Project

Pennsylvania, one of the cooperating states in the Cooperative Accountability Project (CAP), was commissioned to complete an Impact Study which would provide a measure of interest, reaction, and benefits as described by readers of CAP publications and participants in CAP conferences or other activities. In part I of the study, evaluation forms were sent to 1,400 persons to determine the usefulness of CAP documents, the concerns which stimulated interest, and any inadequacies which the recipients felt existed in any of the publications which they had read. Survey replies were punched on cards for computer analysis. The data is presented for each publication separately; there were 270 replies to the survey. The second study obtained reactions in narrative form, via telephone survey, to the Regional Educational Accountability Conferences on Techniques (REACT) and the printed CAP materials. Interview tapes were transcribed word for word and are included in the document. The two survey forms are appended. (RC)

ED 120 234 TM 005 193

Williams, John D.

Canonical Analysis as a Generalized Regression

Technique for Multivariate Analysis.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Some pages may reproduce poorly due to light print of the original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Analysis of Variance, Hypothesis Testing, Matrices, *Multiple Regression Analysis, Predictor Variables, Research Design, *Statistical Analysis, *Tests of Significance

Identifiers—*Canonical Analysis, Multiple Linear Regression

The use of characteristic coding (dummy coding) is made in showing solutions to four multivariate problems using canonical analysis. The canonical variates can be themselves analyzed by the use of multiple linear regression. When the canonical variates are used as criteria in a multiple linear regression, the R² values are equal to 0, where 0 is the squared canonical correlation coefficient. Several different methods exist for testing multivariate hypotheses. Where the interest is in a two-way disproportionate multivariate analysis of variance, the trace criterion seems particularly applicable. Characteristic (dummy) coding has been used in multiple linear regression to analyze univariate analysis of variance problems; the same coding scheme can be extended to multiple criteria. While the resulting data are analyzed through canonical analysis, the design matrix conforms to the usual multiple linear regression design matrices. Thus, the

utilization of multiple criteria can be pursued in a logical sequence without necessitating continuously changing the entire terminology. (Author/RC)

ED 120 235 TM 005 194

Elmore, Patricia B. Pohlmann, John T.

Effect of Teacher, Students, and Class Characteristics on the Evaluation of College Instructors.

Pub Date Apr 76

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Class Size, College Students, College Teachers, Core Courses, *Courses, Elective Subjects, *Higher Education, Predictor Variables, Statistical Analysis, *Student Characteristics, *Student Evaluation of Teacher Performance, *Teacher Characteristics

This study was conducted to determine if student evaluations of faculty are affected by the characteristics of the teacher, the student, and the class. Each instructor was asked to answer questions indicating personal warmth, professional rank, years of teaching experience, sex, and class size. Students were asked to complete the Instructional Improvement Questionnaire (IIQ). The twenty questions on the IIQ that directly evaluate instructor performance were analyzed. Only the results for the first set of canonical functions are presented. An instructor who received high scores on this canonical function would be rated as encouraging student participation in the course, showing an interest in students, knowing when students understood her/him, available to students, increasing appreciation for the course, and accepting criticism and suggestions. The classes that received high values on this function were small in size, were taught by instructors who rated themselves as warm, and had students that expected high grades. (Author)

ED 120 236 TM 005 195

Pierson, Ellery M.

A Comparison of Reliabilities of Graphic and Semantic Differential Factors among Sixth Grade Pupils.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Attitude Tests, Comparative Analysis, Elementary Education, Grade 6, Graphs, *Low Ability Students, *Nonverbal Tests, *Semantic Differential, *Test Reliability

Identifiers—*Graphic Differential

It was wished to determine the relative reliabilities of graphic and semantic differential factors to evaluate applicability of two rival models to the measurement of pupil attitudes. Data was collected from a sample of sixth grade pupils on both abstract graphic and typical semantic differential scales. Reliability estimates were constructed from achieved communalities and multiple correlations. Mean reliabilities were compared among factors and pupils' reading skill level groups and it was concluded that semantic differential scales produced reliabilities higher than those derived from graphic differential scales. It was decided to drop further development of the abstract graphic differential. (Author)

ED 120 237 TM 005 196

Rodgers, Ronald C. Lee, Margaret B.

Academic Achievement—Bias in Vocational Preference and Career Development Measures.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, *Bias, *Grade 12, Grade Point Average, Occupational Choice, *Occupational Tests, Secondary Education, Statistical Analysis, Test Reviews, Tests, Vocational Development, *Vocational Maturity Identifiers—Career Development Inventory, Vocational Preference Inventory

Holland's Vocational Preference Inventory (VPI) and Super and Forrester's Career Develop-

ment Inventory (CDI) are recommended in the test inventory manuals for use with secondary school students regardless of academic ability. Scores on both instruments for 245 suburban high school seniors in this investigation were well below reported means. Canonical correlation and discriminant function analyses confirmed that students scoring higher on the CDI preferred a broader range of occupations on the CPI, and that both instruments may be overly dependent on academic ability. Despite independent theoretical and methodological roots, the VPI and CDI appear to be significantly related to each other and to grade point averages among high school seniors. Academic achievement bias may artificially depress scores for students likely to prefer jobs less dependent on reading ability and vocabulary skills implicit in these instruments. These findings also suggest that there may be threshold of vocational maturity, as measured by the CDI, below which students are not sufficiently interested in or informed about occupational choices to consider the range of job titles in the VPI. (Author)

ED 120 238 95 TM 005 197

Anderson, Richard B.

Follow Through: Testing One Model of Evaluation and Several Models of Compensation.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Charts may be of marginal legibility due to poor reproducibility of original

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Achievement Gains, Achievement Tests, Comparative Analysis, *Compensatory Education Programs, Data Analysis, *Disadvantaged Youth, *Early Childhood Education, Intervention, Mathematics, National Norms, Program Effectiveness, *Program Evaluation, Reading, *Research Methodology, Spelling, Test Results, Validity

Identifiers—Metropolitan Achievement Tests, *Project Follow Through

The Follow Through experience is beginning to provide compelling evidence bearing upon important policy issues in compensatory education. This evidence, coming as it does from a naturalistic quasi-experiment, cannot draw its plausibility from the conventional statistical inference appropriate to probabilistically-constructed true experiments. The latest Follow Through results illustrate how appropriate cross-validity analytic techniques can yield convincing patterns of accomplishment by diverse "sponsors" who have implemented their programs in various settings. (Author)

ED 120 239 TM 005 198

Ballard, Joseph R. Bauer, David H.

The Effect of Test Instructions and Attitude toward School on Scores of an Intelligence Test.

Pub Date Apr 75

Note—15p.; Paper presented at the Meeting of the Western Psychological Association (Sacramento, California, April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Comparative Analysis, Elementary Education, *Elementary School Students, *Group Intelligence Tests, *School Attitudes, *Scores, Test Results

Identifiers—*Test Instructions

Two hundred-sixty fifth- and sixth-graders were dichotomized on attitude toward school (positive or negative) and randomly assigned to three conditions in which they were instructed that they were about to take either an Intelligence, Achievement, or a Routine test. Results of analysis of variance on Kuhlmann-Anderson scores revealed significant effects attributable to instructions and attitude. (Author)

ED 120 240 TM 005 199

Dinero, Thomas E. Haertel, Edward

A Computer Simulation Investigating the Applicability of the Rasch Model with Varying Item Discriminations.

Pub Date 20 Apr 76

Note—22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Comparative Analysis, *Computer Programs, Goodness of Fit, Individual Differences, *Item Analysis, *Mathematical Models, Matrices, Probability, Scoring, *Simulation, Test Construction

Identifiers—Item Calibration (Tests), Item Discrimination (Tests), *Rasch Model

This paper will discuss the results of a series of computer simulations comparing the Rasch logistic model to a series of models departing to various degrees from its assumption of equal discrimination power for all items. The results have implications for test construction and test scoring, indicating how closely the conventional raw score corresponds to the mathematically correct score, in which each item response is weighted by an index of the item discrimination. (Author)

ED 120 241 TM 005 200

Halpern, Andrew And Others

Social and Prevocational Information Battery. [Includes Test Book, User's Guide, Examiner's Manual, Technical Report, Answer Key, and Class Record Sheet].

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Sep 75

Note—144p.

Available from—CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940 (Specimen Set: Test Book, Manual, User's Guide, Class Record Sheet, \$5.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adolescents, Answer Keys, *Daily Living Skills, *Educable Mentally Handicapped, *Interpersonal Competence, Junior High Schools, Manuals, Senior High Schools, *Social Adjustment, Statistics, Technical Reports, *Tests

Identifiers—*Social and Prevocational Information Battery

The Social and Prevocational Information Battery (SPIB) consists of a series of nine tests designed to assess knowledge of skills and competencies widely regarded as important for the ultimate community adjustment of educable mentally retarded students. The nine areas are purchasing, budgeting, banking, job related behavior, job search skills, home management, health care, hygiene, and functional signs. The tests are orally administered to groups not exceeding 20 persons with a student to adult ratio of 7 to 1 recommended. The response format is true-false or picture selection so that students are not penalized for reading deficiencies. There is one form and one level comprising 277 items. Components include a consumable test book in both-machine scorable and hand-scorable editions; an examiner's manual with answer key; a technical report containing validity and reliability data and reference group information; a user's guide explaining the interpretation and application of test results; and a class record sheet for maintaining records of individual and group progress. Preliminary psychometric properties of the SPIB indicate that it is an effective device for screening, diagnosis, and program evaluation. (RC)

ED 120 242 TM 005 201

State Summary of Results: 1973-74 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services.

Note—12p.; For related documents, see ED 059 257, ED 073 139, ED 104 897-900 and 966-967, TM 005 175-180 and 184-186; not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Criterion Referenced Tests, *Educational Assessment, Elementary Education, Grade 4, Grade 7, Mathematics, Reading, *State Programs, Testing Programs, Test Interpretation, *Test Results

Identifiers—*Michigan Educational Assessment Program

This fourth report in the 1973-74 series presents a compilation of the scores of Michigan's fourth and seventh grade students who participated in the educational assessment. Results of the objective-referenced test data reveal that while none of the objectives was at-

tained by all of the students, performance levels were quite high for some of the objectives. A table summarizes the test results in the form of a distribution chart. This chart shows the number and percentage of objectives attained within each of the ten intervals of pupils. Levels of attainment were generally higher in mathematics than in reading. Another table lists the objectives attained by more than 80 percent of the pupils while the next table lists the objectives attained by fewer than 20 percent of the pupils. The report of results for all grade four and seven objectives in both reading and mathematics is included. Guidelines for the data interpretation indicate some of the possible ways errors can be introduced into test results. (RC)

ED 120 243 95 TM 005 202

Barlow, Bruce M. Timiraos, Carmen R.

Colorado Adult Needs Assessment. Final Technical Report.

Colorado State Board for Community Colleges and Occupational Education, Denver; Colorado State Dept. of Education, Denver. Div. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—312p.; For the summary report, see TM 005 203

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Adult Characteristics, *Adult Education, Adult Education Programs, *Adults, Attitudes, Citizen Participation, Community Agencies (Public), Community Attitudes, Educational Needs, Employer Attitudes, *Needs Assessment, Questionnaires, Research Methodology, *State Surveys

Identifiers—Colorado, *Colorado Adult Needs Assessment

Three different surveys were collected to gather data about adult occupational, educational, and related needs; agency services available to adults; and the businessman's requirements and perceptions about adult needs. The thrust was to gather data to help identify educational needs and attitudes of adults, age sixteen and older, not enrolled in a formal educational program. Data collection took place from August to October, 1974, for the Citizen's survey and from October to December, 1974, for the Employer and the Agencies mail-out surveys. Data was gathered across the thirteen Planning and Management District Areas. The Citizen's survey resulted in 5,337 usable personal interviews. Equal number of households were assigned to each Planning and Management district with a balanced representation from both rural and urban areas. The Employer's survey included employers with as few as four employees as well as those employing 500 people or more. The return rate for this survey was 33 percent out of 1,500 employers in the agencies that provide all types of services to adults, i.e., health, legal, and employment services; two and four year colleges; etc, with a response rate of 39.6 percent out of 978 agencies identified. This full technical report describes the surveys in detail as well as methodology and results. (RC)

ED 120 244 95 TM 005 203

Barlow, Bruce M. Timiraos, Carmen R.

Colorado Adult Needs Assessment Summary Report.

Colorado State Board for Community Colleges and Occupational Education, Denver; Colorado State Dept. of Education, Denver. Div. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—30p.; For the full technical report, see TM 005 202

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adult Characteristics, *Adult Education, Adult Education Programs, *Adults, Attitudes, Citizen Participation, Community Agencies (Public), Community Attitudes, Educational Needs, Employer Attitudes, *Needs Assessment, *State Surveys

Identifiers—Colorado, *Colorado Adult Needs Assessment

In summation of the three surveys which comprised the total Adult Needs Assessment, four basic generalities describe the adult learning situation in Colorado. (1) The people recognize and appreciate adult learning as a necessary and

desirable means toward improving their lives. Their view toward education is serious and mature. (2) The public agencies are making an aggressive effort to serve their constituencies but are frustrated by an inability to meet their own existing objectives. There is an urgent need for steady funding to enable the attainment of those objectives and to permit operational efficiencies through reduction of inter-agency referral traffic. (3) The employer community recognized a need for adult programs in their localities and while it is reluctant to provide monetary support to fulfill those needs, it would consider providing ancillary support to the right kind of programs. Employers in general recognize and acknowledge the benefit to themselves accruing from employee participation in adult programs. (4) Opinions of past learning programs are positive both in terms of attitudes toward those experiences and in an expressed desire for future participation. Adult Education Programs have enabled people to achieve diplomas and continue to improve themselves by participating in other more advanced programs. Clearly these activities must be continued. (RC)

ED 120 245 TM 005 204

Munday, Leo A.

Declining Admissions Test Scores.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-71

Pub Date Feb 76

Note—38p.

Available from—ACT Publications, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-7-71, \$1.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Admission Criteria, College Bound Students, *College Entrance Examinations, College Preparation, Comparative Analysis, Higher Education, High School Students, *Low Achievement Factors, National Norms, *Scores, Secondary Education, Sex Differences, Standardized Tests, Test Results

Identifiers—American College Testing Program, *Test Score Decline

In recent years the American College Test (ACT) score decline has been largely due to the changed pool of test-takers if the limited data studied here have applicability to the national scene. Data from state testing programs and the National Assessment of Educational Progress were used to determine who takes the test and how well prepared they are. Results for one and two states showed that in recent years different people have been taking the test and that starting in the late 1960's and continuing to the present, they have likely been less prepared than previously. For their part colleges and universities would seem to have adapted to the declining admissions scores of their in-coming students. Score decline over the past ten years of about two percent to three percent of a standard deviation per year has been typical. There is variation by subject matter field and there are marked sex differences. Overall the scores of men have not declined appreciably over the last five years, but the scores of women have declined considerably. This trend has been accompanied by an increase in the percentage of women among ACT-tested students. The percentage of high scoring students has remained about the same over the last five years, while the percentage of low scoring students has increased. (RC)

ED 120 246 TM 005 205

Whitley, Susan E.

The Semantic Equivalence of Intelligence Test Items between Ethnic Groups.

Pub Date Apr 76

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Ability, Caucasians, *Cognitive Processes, *Comparative Analysis, High School Students, Individual Differences, *Intelligence Tests, Item Analysis, Language Skills, Minority Groups, Negroes, *Racial Differences, Semantics, Test Bias, *Verbal Tests

The current study is concerned with identifying racial-ethnic differences in cognitive strategies or structures that are related to performance on verbal ability tests. The study had two goals: (1) to compare the semantic equivalency of intelligence test items between racial-ethnic groups, and (2) to examine the relationships of individual differences in interpreting semantic concepts in test items to solving the items. The results indicated that the test items were not semantically equivalent between groups, and that racial-ethnic differences in solving intelligence test items may be partly based on differences in interpreting relationships. (Author)

ED 120 247 TM 005 206

McKinley, Mark B.

A Comparison of an Audio/Visual Test Mode with a Visual Test Mode as a Differential Variable in Test Performance.

Pub Date [75]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Auditory Visual Tests, *Comparative Analysis, Individual Differences, *Response Mode, Test Construction, *Testing, Test Validity, Undergraduate Students, *Visual Measures

Test presentation mode significantly affected test performance in two randomized groups of college students exposed to audio/visual and visual test modes. A significant difference was found between test presentation mode and mean test scores; the audio/visual test mode was superior to the visual test mode; and the "brighter" students seemed to benefit most from the use of the audio/visual test mode. (RC)

ED 120 248 TM 005 210

McColister, Charles W. And Others

Teacher-Course Evaluation: A Longitudinal Study of Response Stability and Instrument Reliability.

Pub Date 75

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Course Evaluation, Higher Education, Student Characteristics, *Student Evaluation of Teacher Performance, *Teacher Evaluation, *Test Reliability, *Time Perspective

The temporal context within which a teacher and course evaluation (TCE) is completed did not appear to be of crucial importance in affecting TCE responses. A sample of students was asked to evaluate, initially as freshmen and retrospectively as seniors, a specific teacher and course. Additional data on the student's academic status characteristics were gathered. The instrument used was the University of Notre Dame Course and Instructor Evaluation. The two sets of TCE responses were compared and the effects of the status characteristics considered. These data, then, allowed for measurement of the influence of time on TCE response. Some vacillation in response was evidenced at the individual level, but at the aggregate level the dominant pattern was one of stability over time. Also, while some alteration in the rank of attitudinal dimensions underlying TCE responses was witnessed over time, the predominant dimension remained of constant importance. (RC)

ED 120 249 88 TM 005 211

Porter, Thomas J. Hamilton, Edwin

Junior-Senior High Tutor/Aide Program at Malcolm X Elementary School, ESEA Title III Evaluation. Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Aug 75

Note—39p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Disadvantaged Youth, Elementary Education, *Elementary Schools, *Formative Evaluation, *High School Students, Interpersonal Relationship, *Junior High School Students, Mathematics, *Peer Teaching, Questionnaires, Reading, Student Evaluation, Teacher Aides, Tutors

Identifiers—District of Columbia, Elementary Secondary Education Act Title III, ESEA Title III, *Malcolm X Elementary School

This project proposes to select, train, and utilize junior and senior high school students from neighboring schools as tutors for their young peers and as aides to the instructional team. Projected results of the program are that tutees will improve skills in reading, math, and special interests; that there will be an increase in individualized instruction and specific assistance to

tutees; that self-image and self-concepts of tutor/aides and tutees will increase; and that there will be improvements in the teaching/learning environment. Since this evaluation comes at mid-point of a projected two-year project, major emphases of this evaluation focuses on the effectiveness of the program in the meeting the projected goals at mid-point and abstracting from the first year's experience that essential information needed for planning and decision making during the second project year. The evaluation methodology is discussed and results indicate: the project is on the way to meeting the goals, internal documentation is more than adequate, teachers indicate a positive effect on the instructional program, administration and management is sound, tutor/aides express satisfaction with roles, all students show an increase in reading and math skills, and teachers and tutor/aides are fairly congruent in their perceptions of the project. (RC)

ED 120 250 95 TM 005 212

Nitko, Anthony J.

Problems in the Development of Criterion-Referenced Tests: The IPI Pittsburgh Experience.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—27p.; Footnotes may not reproduce clearly due to small type

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement, Behavioral Objectives, Content Analysis, *Criterion Referenced Tests, Instructional Systems, Task Performance, *Test Construction, *Testing Problems

These four characteristics inherent in criterion-referenced tests form the central theme of this paper: (1) The classes of behaviors that define different achievement levels are specified as clearly as possible before the test is constructed; (2) Each behavior class is defined by a set of test situations (that is, test tasks) in which the behaviors can be displayed in terms of all their important nuances; (3) Given that the classes of behavior have been specified and that the test situations have been defined a representative sampling plan is designed and used to select the test tasks that will appear on any form of the test; and (4) The obtained score must be capable of expressing objectively and meaningfully the individual's performance characteristics in these classes of behavior. The focus of this paper is on the development of criterion-referenced tests having these four properties and some associated technical problems that are encountered. Solutions for these technical problems are not readily available nor immediately generalizable to all curricular areas for which criterion-referenced tests might be desired. Attempts are made, therefore, to specify procedures that will be useful to the practical developer until the technical problems are solved. (RC)

ED 120 251 TM 005 213

National Longitudinal Study of the High School Class of 1972: A Capsule Description of First Followup Survey Data.

Research Triangle Inst., Durham, N.C.

Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—NCES-76-216

Pub Date 76

Contract—OEC-0-73-6666

Note—47p.; For related documents, see ED 097 368-372, ED 103 452-453, ED 111 850, and TM 005 214; Parts of text may not reproduce clearly due to small type

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Ability, *Employment, Geographic Regions, Graduate Surveys, High School Curriculum, *High School Graduates, *Longitudinal Studies, *National Surveys, *Post Secondary Education, Questionnaires, Race, Seniors, Sex (Characteristics), Socioeconomic Status

Identifiers—*National Longitudinal Study High School Class 1972

As part of the National Longitudinal Study of the High School Class of 1972 (NLS), this report summarizes some descriptive information about participation in postsecondary education and par-

ticipation in jobs since leaving high school based on the analysis of responses to the First Follow-Up Questionnaire. Its purpose is only to highlight and release some of the preliminary findings. Statistics of the responses were weighted to provide total population values. These weighted values were tabulated for different subgroups classified by sex, race, socioeconomic status, ability, type of high school program, and region; and some two-way cross-tabulations of sex and race with each of the other variables. Specifications of these classification variables are appended. Some basic statistics related to postsecondary education as seen in the fall and winter of 1973-74 were: 56 percent of the total sample were currently enrolled, 63 percent had already received some kind of postsecondary education, 74 percent expected to further their education or training beyond high school, and 15 percent expected to receive advanced degrees eventually. Basic facts about job opportunities were: in October 1973, 65 percent of the total sample were employed in full- or part-time jobs, and among those not holding jobs, one out of five was looking for work. A reproduction of the survey form is included. (RC)

ED 120 252 TM 005 214

Fetters, William B.

National Longitudinal Study of the High School Class of 1972—Base-year Study: Student Questionnaire and Test Results by Academic Ability, Socioeconomic Status, and Region.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-76-235

Pub Date 76

Note—106p.; For related documents, see ED 097 368-372, ED 103 452-453, ED 111 850, and TM 005 213; Not available in hard copy due to small type size of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.75)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Ability, Aptitude Tests, Data Analysis, Geographic Regions, Graduate Surveys, High School Graduates, *Longitudinal Studies, *National Surveys, *Questionnaires, *Seniors, Socioeconomic Status, *Test Results
Identifiers—*National Longitudinal Study High School Class 1972

This summary report classifies students in the National Longitudinal Study of the High School Class of 1972 (NLS) by academic ability, socioeconomic status (a measure that includes father's education as one of five components), and geographic region in which the school was located. Test score means and standard deviations and weighted percentage distributions of answers to Student Questionnaire items are presented for the total population and each of 11 subgroups defined by the three classificatory variables. The subgroups formed in this report are consistent with those that will be utilized in summarizing data obtained from NLS followup surveys. The tables provided in computer-printout form are intended to make basic information available to educational policymakers and researchers without the delay encountered during preparation of conventional statistical analyses and normal publication refinements. These basic tables form part of the statistical data base of NLS. With those produced earlier, they present all the data the National Center for Education Statistics (NCES) plans to publish on the Base-Year Survey as such. The data, however, will be utilized along with followup survey data in preparing a set of analytical reports based on longitudinal analyses of the NLS data base. (RC)

ED 120 253 TM 005 216

Kiros, Fasil G. And Others

Educational Outcome Measurement in Developing Countries.

Georgetown Univ., Washington, D.C. Public Services Lab.; Haile Sellassie I Univ., Addis Ababa (Ethiopia).

Spons. Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 75

Note—198p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage
Descriptors—Academic Achievement, Affective Tests, Cross Cultural Studies, *Developing Na-

tions, Educational Assessment, Educational Development, Educational Economics, Educational Planning, Educational Policy, Educational Resources, *Input Output Analysis, Job Training, *Measurement, Nonformal Education, Program Evaluation, Resource Allocations, Social Action, Socioeconomic Status, Standardized Tests, Student Evaluation

Fiscal and other economic constraints facing developing nations underscore the need for careful and detailed planning for education focused on the identified purposes. Until recently educational requirements have been measured in terms of inputs. Effectiveness measurements change the basis for judging the educational system from such input or process variables to output indices that can yield more direct assessments of deficiencies, gaps, and additional requirements. This volume represents an initial effort to bring together information about educational outcomes, including types of measures, the role and use of measurement, and national policy consequences of measurements. The purpose is to provide a basis for Ministers of Finance, Planning, and Education to evaluate how and where they might best direct their educational systems to further educational goals and to stimulate national development. Sections discuss measuring academic achievement, attitudes and attributes, teacher grades and teacher tests, socioeconomic status and achievement, cross-national evaluation: the IEA study, modernization: the social and political impact of education, nonformal education and functional competence, measuring work skills, economic outcomes of education, educational planning and evaluation, use of outcome measures in schools, improving resource allocation, and outcomes and evaluation. (RC)

ED 120 254 TM 005 217

The Philadelphia City-Wide Testing Program: Guidelines to Be Followed in the Administration of the Tests and the Interpretation and Use of Test Data.

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—G-76-22

Pub Date Mar 76

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*City Wide Programs, *Guidelines, Information Dissemination, Security, Student Testing, *Testing, *Testing Programs, Test Interpretation, Test Results

Identifiers—Pennsylvania (Philadelphia), *Philadelphia City Wide Testing Programs

Guidelines are presented for the Philadelphia, Pennsylvania City-Wide Testing Program. They involve the preparation of pupils for the Administration of the tests, preparation of teachers for administering the tests, some acceptable and unacceptable practices, use and dissemination of test results, and security concerns related to the testing program. (RC)

ED 120 255 TM 005 218

Herndon, Terry

Standardized Tests: Are They Worth the Costs?

Pub Date [19 Dec 75]

Note—9p.; An address to the Commonwealth Club (San Francisco, California, December 19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Standardized Tests, *Testing Problems

Identifiers—National Education Association

In this address to the Commonwealth Club of San Francisco, the Executive Director of the National Education Association (NEA) outlines the Association's objections to standardized tests. First, the interpretations of tests are usually based on several fallacious assumptions about education. For example, to say that a skill can be tested implies that it can be explicitly defined and measured with simple means. Measuring the status of simple skills is a very complex process—entirely too complex for the most involved standardized test to measure. The second objection is that standardized tests foster big brotherism. The universal imposition of the test nearly mandates that the test's assumptions become the learning objective for each child no matter how inadequate or impossible they might be. They intimidate students and coerce teachers. Thirdly, standardized testing encourages conformity at the expense of creativity. In a system geared to the norm, the only child to benefit is the absolutely

average child. NEA's fourth objection to standardized tests is simply that they do not do what they claim to do—improve allocation of resources to needs, help parents evaluate schools and evaluate teacher performance. Standardized tests accomplish none of these purposes; they are even counter-productive to several. (RC)

ED 120 256 TM 005 219

Stephens, Charles E.

Cognitive and Affective Evaluation of an Arts Related Program.

Pub Date [Apr 76]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, Calif., April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—*Academic Achievement, Achievement Tests, Attitude Tests, Comparative Analysis, *Elementary Education, *Fine Arts, *Program Effectiveness, Program Evaluation, *School Attitudes

Identifiers—IMPACT, *Interdisciplinary Model Program in the Arts

Findings of a study focusing on cognitive and affective variables of one group of students who participated in the U.S. Office of Education funded project Interdisciplinary Model Program in the Arts for Children and Teachers (IMPACT) indicated that participation did not effect achievement test scores at grades four and six or teacher assigned grades at grade seven. The only difference between participants and nonparticipants on an affective measure was in perception of teacher control. Academic achievement data were collected at grades four, six, and seven and affective data at grade 7. The affective instrument was designed to measure attitude toward school and the arts. (RC)

ED 120 257 TM 005 220

Berkeley Unified School District Evaluation Study.

Volume I and Volume II. Final Report.

Pacific Consultants, Inc., Berkeley, Calif.

Spons. Agency—Berkeley Unified School District, Calif.

Pub Date Sep 75

Note—626p.; For Volume III, see TM 005 221

EDRS Price MF-\$1.16 HC-\$34.15 Plus Postage

Descriptors—Adult Education, Curriculum, Data Collection, Early Childhood Education, Educational Programs, Elementary Secondary Education, Employment Patterns, *Evaluation, Experimental Programs, Parent Attitudes, Program Evaluation, Research Methodology, *School Districts, Schools, Student Attitudes, Teacher Attitudes, Teaching Methods
Identifiers—*Berkeley Unified School District, California (Berkeley)

This district-wide evaluation study of the Berkeley Unified School District documents, describes, and analyzes several major components of the system as they existed in the 1974-75 academic year. The process study, presented in these two volumes, documents and describes a set of district elements which differ from one another in degree of generality: the district as a whole; four major grade groups; and individual school sites. It also accommodated examination of certain characteristics of the experimental and non-experimental school programs, the early childhood education program, and the adult education program. Specific focus was on the topics of curriculum, instructional methodology, teacher-student-parent attitudes, and staffing patterns. Basic skill curriculums were investigated by interviews and surveys with administrators, evaluator reviews of curriculum, teacher interviews and questionnaires, classroom observation of teachers, and student questionnaires. Instructional methodology was investigated by inquiring about the plans, policies, and administrative input directed toward instructional practices. Attitude assessments were made of parents, teachers, and students. Assessment of staffing patterns required the collection of employment and demographic data. Assessment of the early childhood education program required a survey of program directors and a teacher questionnaire. The adult education program was examined via a survey of key personnel. These procedures produced the body of data which is organized, described, and discussed in this report. (RC)

ED 120 258 TM 005 221

Berkeley Unified School District Evaluation Study. Volume III. Final Report.

Pacific Consultants, Inc., Berkeley, Calif.
Spans Agency—Berkeley Unified School District, Calif.

Pub Date Oct 75

Note—72p.; For volumes I and II, see TM 005 220

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Academic Achievement, Achievement Gains, Achievement Tests, Basic Skills, Comparative Analysis, Educational Programs, Elementary Secondary Education, *Evaluation, Mathematics, Predictor Variables, *Program Effectiveness, Program Evaluation, Reading, *School Districts, Schools, Statistical Analysis, Student Characteristics, Student Evaluation Identifiers—*Berkeley Unified School District, California (Berkeley)

As part of an evaluation study of the Berkeley Unified School District, this impact study was undertaken to determine the effectiveness of the district, schools, and programs in terms of basic skill achievement and to determine the relationship of specified educational variables (such as instruction, staffing, and school attributes, and of student variables such as sex, age, race, or ability) to basic skill achievement. The quantifiable dependent variables which measure impact were used in comparisons between levels of specified independent variables (e.g., instruction, staff to student ratio, student characteristics, school program, etc.) to indicate associations with student achievement. School effectiveness was assessed by measuring change in student achievement in reading and mathematics during the 1974-75 school year. Utilizing district test scores, measures of gain were computed for each school and program and these were compared with mean gains for all other schools to measure relative achievement of each school and program. To determine the relationship of specified educational and student variables to basic skill achievement, California Tests of Basic Skills reading and math scale scores were analyzed in relation to each of the specified independent variables so that the amount of variance could be quantitatively established. Specific strategies and results obtained are reported in detail. (RC)

ED 120 259 TM 005 222

Hickox, Edward S. Rooney, Thomas
The Shape of Teacher Evaluation: A Survey of Practices in the Capital District of New York.
Spans Agency—State Univ. of New York, Albany.

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—Comparative Analysis, Effective Teaching, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Models, Principals, Rating Scales, *Surveys, Teacher Administrator Relationship, *Teacher Evaluation

This discussion reports the results of a survey of teacher evaluation practices in school districts within the 11-county capital district area of New York State. Current practices are contrasted to a more generalized systems model articulated by Mitzel and others. Data was collected by a combination of survey and interview techniques. Traditional evaluation patterns as identified in the survey do not promote the development of teaching effectiveness and do not allow the exercise of administrative skill and judgment in the improvement of the process. The alternative model, as proposed, is a systemization of activities already known in theory and practice, and already tested in the behaviors of teachers and administrators on an ad hoc basis. This survey indicates a need for change in the practice of teacher evaluation. This change will not be easy to achieve because the traditional pattern is heavily ingrained in the thinking and habits of administrators, principals, and teachers. What is needed to effect change in the direction indicated is a commitment on the part of school systems to engage in long term inservice training for teachers and most particularly for administrators about the need for a systematic evaluation process. The alternative model implies a reformulation of supervisory role. It requires a change in the way administrators think about their own jobs and about their basic relationships with teachers. (RC)

ED 120 260 TM 005 223

Flau, Richard H.
The Cross-National Comparison of Classroom Behaviors.
Pub Date [Feb 76]

Note—32p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (20th, Toronto, Canada, February 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
Descriptors—Behavior, Classification, *Classroom Observation Techniques, Classrooms, *Comparative Education, *Cross Cultural Studies, Validity

This paper indicates why the use of "Category Systems" provides a potential for making precise and valid cross-cultural comparisons of classroom behaviors not equaled by other techniques. The paper is presented to highlight a technique which seems especially suitable for use by comparative educators and other social scientists who wish to make precise comparisons of classroom behaviors, to indicate why this technique is apparently more suitable than others, and to stimulate discussion leading to an increase in the number and sophistication of cross-cultural studies of classroom behaviors. Although this presentation focuses upon the cross-national comparison of classroom behaviors, the technique discussed is equally applicable to comparisons of teaching associated with different ethnic groups within a single country, and to other types of comparisons as well. Examples are given of several category systems and data resulting from their use in the United States and Nepal. (RC)

ED 120 261 TM 005 224

Waller, Michael I.
Estimating Parameters in the Rasch Model: Removing the Effects of Random Guessing.
Educational Testing Service, Princeton, N.J.
Report No.—ETS-RB-76-8
Pub Date Mar 76

Note—20p.; Paper originally presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Ability, *Guessing (Tests), *Item Analysis, *Mathematical Models, Probability, *Response Style (Tests), Simulation Identifiers—Abilities Removing Random Guessing Model, *Rasch Model

A method of estimating the parameters of the Rasch Model removing the effect of random guessing is presented. The procedure is an application of the ARRG (Abilities Removing Random Guessing) model recently developed for two parameter latent trait models. Under the Rasch model ARRG provides for estimation of abilities, removing the effects of random guessing, without requiring the use of a computer. Monte Carlo simulations are employed to examine the accuracy of the resulting ability estimates. (Author/RC)

ED 120 262 TM 005 226

Borich, Gary D.
Sources of Invalidity in Measuring Classroom Behavior.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spans Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date [76]

Contract—NIE-C-74-0088

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Classroom Observation Techniques, Effective Teaching, Elementary Secondary Education, Guidelines, Teacher Behavior, *Teacher Evaluation, *Testing Problems

This paper is a review of the methodological problems recently uncovered in studying the nature of teacher effectiveness and evaluating the performance of individual teachers. Four problems encountered in the literature are range of measurements, inconsistent instrumentation across similar studies, lack of a generic framework from which to select behaviors to be measured, and use of instruments with inadequate psychometric characteristics. These problems are discussed. From a review of the literature, three general dimensions were selected from the purpose of categorizing classroom behavior and the instruments used to measure it. These dimensions were: (1) stage of behavior on a process-product continuum; (2) level of inference required in measuring behavior, and (3) objectives of the instruction. If the measurement of behavior is viewed as a longitudinal process, four distinct and consecutive measurement stages are apparent: (1) Preoperational (personality, attitude, ex-

perience, and aptitude/achievement); (2) Immediate (sign, counting, and rating systems); (3) Intermediate (Likert and Guttman Scales, semantic differentials and check lists); (4) Product (influences other than the teacher, unreliability of the raw gain score, and the teacher's desire to teach to the test). Last, some guidelines are offered for improving the measurement process. (RC)

ED 120 263 TM 005 227

Harnischfeger, Annegret Wiley, David E.
Achievement Test Score Decline: Do We Need to Worry?

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spans Agency—Ford Foundation, New York, N.Y.

Pub Date Dec 75

Note—174p.

Available from—CEMREL, Inc. 3120-59th Street, Saint Louis, Missouri 63139 (\$3.00)

Document Not Available from EDRS

Descriptors—*Achievement Tests, College Bound Students, College Entrance Examinations, Comparative Analysis, Elementary Secondary Education, Higher Education, *Low Achievement Factors, *Scores, Standardized Tests

Identifiers—American College Testing Program, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Minnesota Scholastic Aptitude Test, National Assessment of Educational Progress, Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, *Test Score Decline

Through the nineteen-forties, fifties, and up to the mid-sixties, achievement test scores steadily increased. Since then, many test scores drop. The reported test score declines are more dramatic in recent years and most evident for higher grades. They are especially pronounced in verbal tests, but hold for nearly all tested areas. Specially: Scholastic Aptitude Test (SAT), American College Testing Program (ACT), Preliminary Scholastic Aptitude Test (PSAT), Minnesota Scholastic Aptitude Test (MSAT), Iowa Tests of Educational Development (ITED), Iowa Tests of Basic Skills (ITBS), Comprehensive Tests of Basic Skills (CTBS), National Assessment of Educational Progress (NAEP), and Stanford-Binet. All the available data is exhibited and where possible, the artificiality or meaningfulness of the manifest changes are assessed. To do this, it was necessary to analyze the achievement assessment means, i.e. (standardized) tests. This assessment includes possible compositional changes in tested groups as well as systematic biases resulting from changes in the tests themselves or the quantification of their outcomes. Beyond testing, the areas relevant for potentially fixing probable responsibilities for test score declines span a child's entire socializing and educating environment. Grossly, the child's world is partitioned into in-and-out-of-school conditions and experiences. Potential explanations are offered and discussed in each area. The evidence is then summarized and evaluated, pointing to recommendations for action. (RC)

ED 120 264 TM 005 228

Powers, Donald E.
An Evaluation of the New Approach Method—Final Report.

Educational Testing Service, Princeton, N.J.
Spans Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No.—ETS-PR-73-47

Pub Date Nov 73

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
Descriptors—*Beginning Reading, Day Care Services, *Magnetic Tape Cassette Recorders, Neighborhood Centers, Parent Attitudes, Parent Participation, *Preschool Education, Program Effectiveness, *Program Evaluation, Reading Achievement, *Reading Materials, Reading Skills, Student Attitudes

Identifiers—*New Approach Method, New Jersey (Trenton)

The New Approach Method (NAM) is an innovative reading program relying heavily on a phonics approach. The mode of presentation is a cassette tape recorder, which the child is taught to operate at the beginning of the program. The NAM lessons were administered to children at four NAM mini centers; a group of parents administered the NAM lessons to their own children at home; and NAM lessons were given to a group

of four-year-olds at a day-care center. All of this took place in inner city Trenton, New Jersey. Data on the effectiveness of NAM were collected for each of the three conditions. For each condition, both cognitive and attitudinal data were gathered. In addition, the reactions of parents whose children participated in one of the conditions were obtained. In general, the results from condition to condition had many similarities. The cognitive areas in which the largest gains occurred were those emphasized in the NAM lessons. No attitude changes were discernable. Questionnaire responses indicated that parents were intimately involved in the NAM process and were satisfied with the results. Parents perceived the primary benefit to be in the area of beginning reading, although a number of other benefits were also mentioned. (RC)

ED 120 265 TM 005 229

O'Reilly, Robert P. And Others
Validation of a Multiple-Choice Cloze Test of
Literary Comprehension: Summary Report.
Pub Date Feb 76

Note—77p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, Calif., April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—*Cloze Procedure, Elementary Secondary Education, Factor Analysis, Item Analysis, Item Banks, *Multiple Choice Tests, *Reading Comprehension, *Test Construction, Test Reliability, *Test Validity

This report summarizes the development and validation of a test of literary comprehension based on a modified cloze technique. This modification of the cloze offers an objective and partially computerized procedure for constructing items in the multiple-choice format. A field test of the multiple-choice cloze (MCC) involved the administration of 36 test forms across three levels to 5,722 students in grades 1-9. A second measure of literary comprehension based on Bormuth's wh-item was administered for comparison. An examination of descriptive data indicates that the MCC and wh-item tests are generally consistent both within themselves and across the two test types. Both tests also proved to be highly reliable with a KR-20 range of .94 to .97 for the MCC, and .85 to .96 for the wh-item test. The construct validity of the MCC was supported by generally appropriate correlations with the wh-item, I.Q., California Achievement Test subscores, and a measure of passage independence. With the exception of one level, the factor analyses generated a first factor interpreted as literary comprehension and defined by the cloze, wh-item, and appropriate CAT subscores. A minor second factor included high loadings on I.Q. and inferential subscores of the CAT. (Author)

ED 120 266 TM 005 230

Betz, M. Austin
Interaction Analysis in MANOVA.
Pub Date [Apr 76]

Note—56p.; Paper presented at the Annual Meeting of the American Education Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage
Descriptors—*Analysis of Variance, *Hypothesis Testing, *Interaction, Mathematical Models, Matrices, *Statistical Analysis, Tests of Significance

Identifiers—*Simultaneous Test Procedures
Simultaneous test procedures (STPs for short) in the context of the unrestricted full rank general linear multivariate model for population cell means are introduced and utilized to analyze interactions in factorial designs. By appropriate choice of an implying hypothesis, it is shown how to test overall main effects, interactions, simple main, simple simple main and simple interaction effects. Implicit in the STP procedure is the control of the type I error rate for an implied family of tests. A set of simultaneous confidence bounds around contrasts of population cell means can be constructed without increasing the type I error rate. Numerical examples are given to illustrate the method. (Author)

UD

ED 120 267 UD 015 732

Winning Public Support of a Desegregated School System. ESEA Title III.
South Holland School District 151, Ill.
Pub Date May 75

Note—78p.; "Budget Summary Information" and "Reference Materials" as listed in the table of contents of the document have been withheld from the document by its institutional source as confidential materials; Some pages may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
Descriptors—Community Action, Community Involvement, Community Support, *Integration Studies, Minority Group Children, Program Proposals, *Public Support, School Community Cooperation, *School Community Relationship, *School Integration, School Role, *School Systems

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois (South Holland)

Illinois School District 151 is the first Northern court ordered desegregated school system. Prior studies indicate that community members do not support the district. This Title III project has as its major goal to increase the areas of support and reduce the areas of nonsupport, in order to provide an invigorating stimulating educational atmosphere within the school district. The document is arranged in 13 sections: an introduction; needs assessment; philosophy and psychology; narrative; correlation; statistical data; objectives, activities, evaluation, and schedule; planning the project; job descriptions; consultant agreement form; budget summary information; conclusion; and reference materials. The project proposal contains a number of components, each aimed at meeting the basic needs of gaining public support. Among the program components are the community relations program, citizens advisory council, adult-student information program, and dissemination. These are presented in terms of an introductory overview, need, broad goal, objective, staff, activities, evaluation, and time schedule. (Author/AM)

ED 120 268 UD 015 756

Jones, Elizabeth
Dimensions of Teaching-Learning Environments: Handbook for Teachers.
Pacific Oaks Coll., Pasadena, Calif.

Note—65p.
Available from—Pacific Oaks College, 714 West California Boulevard, Pasadena, California 91105 (Price not quoted)

Document Not Available from EDRS

Descriptors—Class Management, Classroom Environment, Early Childhood Education, *Educational Environment, Environmental Criteria, Environmental Influences, Environmental Research, Kindergarten Children, *Learning Experience, *Physical Environment, *Primary Education, Teacher Role, *Teaching Methods, Teaching Skills, Teaching Styles, Teaching Techniques

This book channels some research concepts about teacher and child behavior and its settings into ideas that can be used by teachers in an informal analysis of his/her own classroom learning environment. It is particularly directed to kindergarten and primary school teachers, although some nursery school and upper-grade teachers may find it of interest as well. Eight chapters address the analysis of teaching-learning environments focusing on physical settings. Dimensions that are analyzed are softness/hardness; open/closed; simple/complex; intrusion/seclusion; and high mobility/low mobility. Sections on thrivers versus nonthrivers and teachers as decision-makers are included. Seven chapters analyze teaching-learning environments in terms of teacher behavior. Dimensions considered here are teacher opens/teacher closes, teacher permits intrusion/teacher provides seclusion, teacher permits high mobility/low mobility, teacher is soft/hard. A section on learning through play and work is included. The last chapters address changes over time in the analysis of teaching-learning environments and discuss two approaches to classroom management: simplification and enrichment. This presentation assumes that the teacher is the prin-

cipal decision-maker in an educational system. (Author/AM)

ED 120 269 95 UD 015 760

Harrington, Charles C.
A Psychological Anthropologist's View of Ethnicity and Schooling.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education; Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Academic Achievement, Academic Failure, American Indians, Cultural Awareness, Cultural Background, Cultural Context, Cultural Differences, Cultural Pluralism, Cultural Traits, Dominicans, *Ethnic Groups, Ethnic Studies, Mexican Americans, Minority Group Children, *Minority Groups, Negroes, *School Role, Social Structure, Spanish Speaking
Identifiers—New York (New York), *Psychological Anthropology

This paper reviews some significant research on ethnic variables as they relate to the process of schooling such as ethnicity and performance. Particular ethnic groups such as Spanish speaking subgroups in New York City, Mexican Americans, blacks, and American Indians are then discussed in order to provide a body of information as well as to suggest a number of unresolved theoretical and practical problems in understanding cultural pluralism. The importance of recognizing the possibility of different educational values among various ethnic groups and the ways in which particular ethnic groups evaluate competent performance is stressed and specifically illustrated using the Spanish speaking minorities in New York City. A review of the research on factors affecting school performance of Mexican Americans indicates a failure to recognize correctly the cultural differences that exist between this and the Anglo culture. The section on blacks reviews some of the seminal works conceptualizing black culture which have a profound effect on how we view black culture in its complex relationship to the larger white culture while the discussion on American Indians focuses on the acculturation difficulties unique to these people. The section on cultural pluralism discusses the ways in which a particular group can have a repertoire of behavior and the kinds of educational interventions that the society must provide in order to educate a multi-ethnic school population. (Author/AM)

ED 120 270 UD 015 761

Mortimer, Jeylan T.

Social Class, Work, and the Family: Some Implications of the Father's Occupation for Familial Relationships and Sons' Career Decisions.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0901

Pub Date Aug 75

Note—40p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 25-29, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Career Choice, College Freshmen, College Students, *Family Relationship, Higher Education, Males, *Occupational Aspiration, *Occupational Choice, Occupational Mobility, Parent Attitudes, *Parent Role, Professional Occupations, *Social Class, Social Influences, Socialization, Socioeconomic Status

The effects of both vertical and nonvertical dimensions of fathers' work on family relations and vocational socialization are explored through a multivariate analysis of data collected from several hundred male student participants enrolled in a Michigan College from 1962-1967. Social class and occupationally-related differences in family characteristics are the subject of the first part of the analysis; differences by occupation, in the impacts of family relationships on the vocational socialization process constitute the second focus of the paper. Findings suggest that there are occupationally-related variations in the character of father-son relations and in the vocational socialization process. The results of the second part of the study support the hypothesis concerning the importance of the father's actual

work experience for the socialization process. Closeness to father emerges as an important, structurally-related, intervening variable, mediating the transmission of different occupational reward values, depending on the situs, prestige, and functional focus of his work. In more prestigious occupational origin groups, closeness is associated with nonverbal patterns of intergenerational occupational movement. The analysis suggests that the combination of a prestigious paternal role model and a close father-son relationship engenders the most occupationally-differentiated vocational socialization. (Author/AM)

ED 120 271 UD 015 762

Teplin, Linda A.

Attitude Versus Interaction: A Multitrait-Multimethod Analysis of Children's Racial Preferences.

Northwestern Univ., Evanston, Ill. Dept. of Education.

Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date Aug 75

Note—59p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 25-29, 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Childhood Attitudes, Cultural Factors, Elementary Secondary Education, Ethnic Relations, Grade 3, Grade 4, *Interaction Process Analysis, Intergroup Relations, Photographs, Projective Tests, *Racial Attitudes, Racial Factors, Research Design, *Research Methodology, Research Problems, *Sociometric Techniques, Visual Measures

Interracial/interethnic choice patterns of 398 third and fourth grade children are measured utilizing various methods, including both projectively-based and reality-based paradigms. Attempts are made to establish the equivalence or nonequivalence of the different methodologies used to assess interracial choice patterns. Results indicate that all reality-based and quasi reality-based methods are very highly correlated with each other, with very little statistical association between any reality or quasi reality-based and purely projectively-based methodologies. The demonstrated lack of convergent validity between the two methodologies suggests that each is tapping a unique construct: projectively based methods measure a cognitive type of attitude while reality-based methods measure more of an interactive or experimental phenomenon. The finding that the photograph sociometric technique explains no more than five percent of the variance in the choices obtained from the same respondents using the reality-oriented methods suggests that interaction patterns as assessed by reality-based methods cannot be inferred by projectively-based methodologies. Results also suggest that, when planning a research design in this area, the choice of methodology may influence several factors of the study, including the theoretical construct and the results. (Author/AM)

ED 120 272 UD 015 764

Seda, Eduardo

The Paradox of the Unmeltable Pseudo Ethnic.

Pub Date Jan 74

Note—17p.; Paper presented at the University Seminar on Cultural Pluralism (Columbia University, New York, New York, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Acculturation, *Cultural Pluralism, Economic Opportunities, Educational Opportunities, *Ethnic Grouping, *Ethnic Groups, Identification (Psychological), Immigrants, Minority Groups, Puerto Ricans, Racial Discrimination, Social Class, Social Discrimination, Social Integration, *Youth Problems

One purpose of this paper is to clarify and sharpen categories of social reality that have great emotional and evaluation connotations and consequences. The term "ethnicity" needs clarification. It should refer to the character, style, and way of life taken in by people from their distinct culture. It is not what the naive realism of American culture makes it—an outcome or expression of biological "races." Pseudo ethnicity—that based on descent—puts the U.S. born or reared children of Puerto Rican migrants in an absurd situation. They see themselves not as Americans, but as an ethnic (culturally distinct) group, which they are not. Then, to compound the felony, they are made to believe that they are not an ethnic

(culturally distinct) group in Puerto Rico, which they are. Three things can be done about this: (1) go on with the coverup which produces the pseudoethnicity, generated by both social segregation and the confusion of social segregation with cultural distinctiveness; (2) transform pseudoethnicity into authentic ethnicity; and/or (3) live up to the promise of the melting pot by making equal opportunity available to all. It is concluded that unless the ways in which minorities in American culture are identified change, one must argue for cultural pluralism as an escape from stigma for those whose identity or self-concept is now being negatively affected. (Author/JM)

ED 120 273 UD 015 766

Brislin, Richard W., Ed.

Topics in Culture Learning, Volume 3, 1975.

Hawaii Univ., Honolulu, East-West Center.

Pub Date Aug 75

Note—165p.

Available from—East-West Culture Learning Institute, 1777 East-West Road, Honolulu, Hawaii 96822

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*Acculturation, Anthropology, *Asian Studies, Biculturalism, *Bilingual Education, Chinese, College Students, *Cross Cultural Training, *Cultural Factors, Educational Programs, English Instruction, Foreign Students, Language Handicaps, Learning Processes, Sociocultural Patterns

This publication includes the following articles: Introduction to Issues in Culture and Learning; The House Form as a Cornerstone of Culture; Music for Multi-cultural Students; Creative Writing in English: Problems Faced by Undergraduates in the English Department, University of Hong Kong; Re-entry/Transition Seminars for Overseas Sojourners: Report on the Wingspread Colloquium; Personal Problems Solving Resources Used by University of Minnesota Foreign Students; Identification of Cross-Cultural Talent: The Empirical Approach of the Peace Corps; Description of Peace Corps Volunteers Experience in Afghanistan; Roots of Bilingual/Bicultural Education in the Trust Territory of the Pacific Islands; An Overview of Alaska Native Bilingual Education; In Search of a Home: Colonial Education in Micronesia; Teaching English in Asia—An Overview; International Educational Cooperation and the World's Future; and, Dilemmas of Language Transition: Challenges to Language Planning in India. (JM)

ED 120 274 UD 015 767

Clogue, Ewan Kramer, Leo

Manpower Policies and Programs: A Review, 1935-75.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Jan 76

Note—102p.; The appendix table may reproduce poorly in hard copy due to small print size

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 (\$1.50 per copy, 10-25, \$1.35 ea., 26-50, \$1.27 ea., 51-100, \$1.20 ea., 101 or more, \$1.12 ea.)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Economic Factors, Employment Programs, Federal Government, Federal Legislation, *Federal Programs, Labor Conditions, Labor Demands, Labor Economics, *Manpower Development, Manpower Needs, *Manpower Utilization, National Programs, *Policy Formation, Poverty Programs, *Public Policy, Revenue Sharing, Training, Youth Programs

Identifiers—*Manpower Development and Training Act, MDTA, Neighborhood Youth Corps

Constituting an update to a previous publication that interpreted the directions of United States manpower policy subsequent to World War II, this publication places the previous essay in the historical context of manpower policies that reach back to the Great Depression of the 1930's and the Employment Act of 1946; and to policy options now before the nation for coping with an unprecedented deep and nagging recession with the accompany inflation. The result is an overview of four decades of manpower policy in terms of the issues to which the policy has been addressed. Seven chapters focus on the following areas: the origins of Federal manpower policies; a new manpower policy; Federal

Government responsibility; equal opportunity and the War on Poverty; two appraisals of the Johnson years; the Nixon administration; a comprehensive manpower revenue-sharing program; and, massive unemployment: a new manpower challenge. A table providing statistics on enrollment opportunities, first-time enrollments, and Federal obligations for work and training programs administered by the Department of Labor by program for fiscal years 1963-1974 is provided in the appendix. (Author/AM)

ED 120 275 UD 015 773

Grove, Cornelius Lee

Non-verbal Behavior Cross-Cultural Contact, and the Urban Classroom Teacher.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—7p.

Journal Cit—Equal Opportunity Review; P1-6 Feb 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Body Language, *Classroom Communication, *Communication Problems, Communication Skills, *Cross Cultural Studies, Cultural Differences, Culture Conflict, Ethnic Groups, Minority Group Children, *Minority Group Teachers, *Nonverbal Communication, Sociocultural Patterns, Teacher Responsibility, Teacher Role, Urban Schools, Verbal Communication

The anthropologist sees specific human non-verbal behavior as the medium through which relationships are maintained, regulated, and guided within culturally prescribed patterns. The spoken language, the use of space, eye-contact, smiling, and the use of the hand constitute unique patterns of behavior that are culturally specific and have wide variations cross-culturally. Cross cultural interferences in communication are largely the result of mistaken assignment of meaning. Some of the most perplexing cross cultural misunderstandings can occur when two people's patterns exhibit highly overt similarity and in fact have a significant number of identical forms and associated meanings, yet differ on more subtle levels. Included in the educational implications of cross cultural non-verbal problems is the level of detail that is required for the study of children from distinct cultures in different contexts. When considering what can be done for the urban classroom teacher, some of the answers may lie in equipping them with knowledge about the children's culture and with empathy. It is also important that teachers attempt to make up for gaps in knowledge by developing an open sensitive mind that actively impedes the formation of ethnocentric value judgments. (Author/AM)

ED 120 276 UD 015 774

Gussett, James C.

Ghetto Children and Mathematics.

Pub Date [71]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Ghetos, *Inner City, Instructional Materials, Language Handicaps, *Mathematics Education, Negro Dialects, Negro Students, Nonstandard Dialects, Relevance (Education), Student Developed Materials, Student Teacher Relationship, Teacher Attitudes, *Teaching Methods, *Urban Language, *Urban Teaching

Nonstandard English can assist rather than hinder the inner-city teacher. Once he is convinced that nonstandard English has a legitimate place in his classroom, he is on his own to devise various creative ways to employ the expressive and highly verbal language of his students. A method whereby nonstandard English can be employed to assist in the teaching of mathematics starts with the teacher requesting each of his students to provide him with a list of 15 to 20 of their favorite nonstandard English words, as well as the definitions of those words. The words should be ones that are a part of their daily lives. This will probably yield better results if it is in the form of a written homework assignment. By soliciting the students' assistance, the teacher gives them and their language a degree of status that should encourage and motivate them. Once the teacher has a substantial list of words, it is his task to create mathematics problems which incorporate the nonstandard terms. The teacher may also want to incorporate some of the customs and

general background of the ghetto student. He should endeavor to make the problems meaningful and relevant. Students who previously have been encouraged and forced to reject their non-standard English will be happy to share their words if later they can see them in print. (Author/JM)

ED 120 277
O'Neill, Robert

UD 015 775

The Quality of Life in Eight American Cities: Selected Indicators of Urban Conditions and Trends.

National League of Cities, Washington, D.C. Spous Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Mar 75
Note—265p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Air Pollution Control, Educational Needs, Employment Opportunities, *Environmental Criteria, *Environmental Research, Health Needs, Housing Needs, Income, *Life Style, *Measurement Techniques, National Surveys, Quality Control, Research Methodology, Security, *Urban Environment

This volume summarizes a two-year research project funded by the Department of Housing and Urban Development through the National League of Cities. The National League of Cities, which manages an urban research program called the Urban Observatory subcontracted the work to member Observatories in the cities of Albuquerque, Atlanta, Denver, Kansas City (Missouri and Kansas), Nashville, and San Diego. The project, initiated in the summer of 1970, was completed in the spring of 1972. The inquiry was limited to six social domains: income and employment, health, education, public safety, housing, and air pollution. For each domain there was at least one indicator on which information was uniformly gathered by each of the network cities. In addition, the research staffs were encouraged to develop other measures of social conditions on which local data was readily available and which highlighted important trends or problems. The text is divided into two major sections. The initial chapters provide an historical overview and theoretical discussion of central issues involved in social reporting, social indicators research, and social monitoring. The remainder of the volume is concerned with the development and application of specific measures to the six social domains selected for investigation. (Author/JM)

ED 120 278

UD 015 776

Harris, Anthony R. Lewis, Michael
Race and Criminal Deviance: A Study of Youthful Offenders.

Pub Date Aug 74

Note—42p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 1974)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Crime, *Delinquency Causes, Delinquents, Identification (Psychological), *Lower Class Males, Low Income, Prisoners, Race Influences, *Racial Differences, Racial Factors, *Self Concept, Self Esteem, Socially Deviant Behavior, *Surveys, Youth Problems

In order to examine empirically the impact of race on aspects of the nature and etiology of criminal deviance, questionnaires were administered to 234 predominantly lower class black and white inmates in a prison for youthful offenders. The data thus provided indicated that the different experiences associated with race in contemporary America provide a major cutting-edge in the expectations and self-perceptions of these youths. While both blacks and whites interviewed show similar criminal histories, increasing levels of criminal income and of the expected value of criminal choice are associated with increases in self-esteem and self-stability for blacks, but with decreases in esteem and stability for whites. In corollary fashion, while both races sampled appear to define themselves as more "criminal" than "straight", increasing criminal identification is associated with marked decreases in self-esteem and stability for whites, but only marginal decreases for blacks. Such differences do not appear attributable to the potentially confounding influence of socioeconomic status, but, on the contrary, suggest that racial experience has been badly neglected as a factor in the process and perception of becoming criminally deviant. Race-specific etiological scenarios con-

nant with the present data are offered for consideration in future research. (Author/JM)

ED 120 279

UD 015 777

A Self-Monitoring Instrument, Title I ESEA, for North Carolina Local Education Agencies.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.

Pub Date Feb 76

Note—93p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Board of Education Role, Checklists, *Compensatory Education Programs, Educational Accountability, Educational Assessment, Educational Needs, Evaluation Criteria, *Guidelines, Program Administration, *Program Development, *Program Evaluation, School Districts

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *North Carolina

This self-monitoring instrument, developed by Elementary Secondary Education Act Title I personnel is divided into three major areas—program development, program implementation, and program review and reporting. Each area is divided into four two-part subsections. The first part includes a series of statements that are written in such form that each statement may be considered a criterion to be achieved or met by the local educational agency. Space is provided for a "Yes" or "No" response with additional space at the end of each criterion section for explanations or amplifications where these are needed. The second part contains statements based on law, regulations, or recommendations. A backup statement is provided for, each criterion. The basis for criteria and statements included in this instrument are: Federal Register, Vol. 38 No. 213 Part III, Nov. 6, 1973; Federal Register, Proposed Guidelines, Vol. 40 No. 48 March 11, 1975; Title I ESEA Program Directive, No. 24 January 1967; Title I ESEA Program Directive No. 44 and 45-A, August 1969; General Education Provisions Act, Section 434 (a) (2); Directions for Title I, Elementary and Secondary Education, North Carolina State Department of Public Instruction, October 1972; and, State Education Agency (SEA) positions. (Author/JM)

ED 120 280

UD 015 778

Gerard, Harold B. Miller, Norman
School Desegregation: A Long-Term Study.

Pub Date 75

Note—315p.; Perspectives in Social Psychology Series

Available from—Plenum Publishing Corporation, 227 West 17th Street, New York, New York 10011 (\$17.95, cloth)

Document Not Available from EDRS

Descriptors—Academic Achievement, Educational Experience, Family Characteristics, *Integration Effects, *Integration Studies, Intelligence Differences, Psychological Patterns, *Psychological Studies, Research Methodology, *School Integration, Social Relations, Student Adjustment, Student Motivation, Teacher Influence

Identifiers—*California (Riverside)

This study has 13 chapters. The first chapter introduces the study, with a background of reference to data from previous research on school desegregation studies. Chapter 2 discusses the events leading up to and ensuing from the desegregation decision of the Riverside California School District Board of Education. Chapter 3 gives an overall picture of the study's research design and its limitations. Chapter 4 is on short and long term achievement effects, and Chapter 5 on IQ and its relation to achievement. The effects of desegregation on attitudes and values and the way in which these personality predispositions might possibly mediate achievement are then examined in three interrelated chapters. Chapter 9 examines linguistic changes and also reports an attempt to develop and use a measure of speech anxiety. The effects of the social and cultural context on the course of desegregation are reported in the three succeeding chapters, one focusing on the influence of teacher attitudes, the second concerned with the social structure of the classroom, and the third looking at factors in the parents' background. The final chapter summarizes the study within the context of a broad societal perspective. In this report of the data, the general focus is an attempt to examine initial ethnic differences on the particular variables in question, the effect of desegregation on these

variables, and in turn, their influence on achievement. (Author/JM)

ED 120 281

UD 015 781

Oversight Hearing on HEW Enforcement of School-Related Civil Rights Problems, 1975. Hearing Before the Subcommittee on Education of the Committee on Labor and Public Welfare United States Senate, Ninety-fourth Congress. First Session on Examination of the Administration and Enforcement of the Civil Rights Act in the Elementary and Secondary Areas of Education.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 30 Apr 75

Note—444p.; This document is available in microfiche only due to the print size as well as print quality of the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Price not quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Civil Rights, Discipline Policy, Equal Protection, *Federal Government, *Government Role, *Law Enforcement, Public Policy, Public Schools, Racial Discrimination, School Policy, School Superintendents, State Departments of Education, *Student Rights, Suspension

Identifiers—*Maryland (Anne Arundel County)

This volume of hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, is organized into three sections, the contents of which are as follows: Section One comprises the testimony of four witnesses before the Committee; Director Office for Civil Rights, Department of Health, Education and Welfare; Superintendent of Public Schools, Anne Arundel County, Maryland; Assistant State Superintendent, Maryland State Department of Education and Chairman of the Maryland State Department of Education Task Force; and, a Coalition for Justice panel. Section Two comprises the statements submitted by these witnesses to the Committee. Section Three comprises "additional information" deemed pertinent to the subject of the hearings. Among the topics discussed in this section are: bias in the suspension of Negro students from school; the Health, Education and Welfare Department's investigation of discipline in the Anne Arundel County Public Schools; racial discrimination in school disciplinary policies; a psychiatric investigation of the Anne Arundel County Learning Center; recent Supreme Court Decisions on student rights; and, employee dismissal practices. (JM)

ED 120 282

UD 015 782

Tooke, Sharon K. Lind, Robert W.
Adjustment to Parenthood Among a Select Group of Disadvantaged Parents: An Affective Evaluation Study. Parent Involvement Report No. 2.

Pub Date Apr 75

Note—69p.; Master's Thesis, Montana State University

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Adjustment Problems, Affective Behavior, *Disadvantaged Groups, Emotional Adjustment, *Lower Class Parents, Parental Background, *Parent Attitudes, Parent Child Relationship, Parent Participation, *Parent Role, Personal Adjustment, Pregnancy, Social Adjustment, Training

Identifiers—Mountain Plains Program

Fifty disadvantaged couples are compared with a cross-sectional norm group from a previous study in order to determine if socio-economic status is a significant variable in the difficulty experienced in adjusting to first time parenthood, and to determine if there is a statistical significant difference between selected variables such as sex, pre- and post-birth marriage ratings between the sexes, preparation for parenthood, age, pre-versus post-marital pregnancy and planned versus unplanned pregnancy in the adjustment to parenthood. Overall results indicate: that the sample shows significantly more difficulty than men in adjusting to parenthood; that preparation for parenthood does not make judgment less difficult; that older individuals find adjustment less difficult than younger persons; that there is no difference between pre- versus post-marital pregnancy and adjustment; that there is no difference between planned versus unplanned

pregnancy and adjustment to parenthood. The traditional means of preparing individuals for parenthood, as measured here, are not effective with this group, indicating a need for further research in preparation for parenthood and in personal and emotional development in high school. The development of a reliable method of measuring the gratification and the difficulties involved in the transition to parenthood is needed. (Author/AM)

ED 120 283 UD 015 783

Ferracoti, Franco. And Others
Delinquents and Non-delinquents in the Puerto Rican Slum Culture.

Pub Date 15 Dec 75

Note—249p.

Available from—Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$15.00, cloth)

Document Not Available from EDRS

Descriptors—*Comparative Analysis, *Delinquency Causes, *Delinquent Identification, Economically Disadvantaged, Economic Factors, Educational Problems, Family Background, Individual Characteristics, Life Style, *Puerto Ricans, *Slum Environment, Social Factors, Socially Deviant Behavior Identifiers—Puerto Rico

This report narrates the attempt carried out in Puerto Rico to study the differential characteristics of juvenile delinquency by way of an exhaustive and meticulous research into the living conditions, family history, social, economic, educational circumstances, and physiological and psychological variables of 101 matched pairs of delinquent and non-delinquent boys, ages 11 to 17, immersed in the slum culture of metropolitan San Juan. The group was observed over a period of five years, 1960 to 1965 inclusive. The data yielded by the several batteries of instruments used -- medical neurological, encephalographic, and psychological -- were analyzed in two principal ways: by univariate and multivariate techniques. Firstly, the two groups were compared on every variable in a straightforward chi-square analysis. Secondly, after eliminating all but 184 variables, each of the 101 delinquents was compared with his control across each variable in a sign test analysis. Thirdly, all 184 items were subjected to a factor analysis, and seven separate clusters of variables emerged accounting for more than a third of the total variance. Lastly, using the highly sophisticated step wise discriminant function analysis approach, the identification of delinquents and non-delinquents in terms of small sub-sets of variables was compared with their actual status. (Author/JM)

ED 120 284 UD 015 784

Davidson, Leonard. Krackhardt, David
Structural Change and the Disadvantaged. An Empirical Test of Culture of Poverty/Situational Theories of Hard-Core Work Behavior.

Pub Date 75

Note—32p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 1975); Occasional light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Cultural Factors, *Economically Disadvantaged, *Economic Factors, Educational Attitudes, Employment Opportunities, Employment Programs, *Industrial Education, Inner City, Instructional Staff, Labeling (of Persons), Staff Role, Trainees, Unemployed, Urban Culture, *Work Attitudes

The purpose of this study is to test the culture of poverty explanation of the work behavior of the "hard core unemployed" against situational explanations by examining the reactions of trainees to two naturally occurring structural changes in a minority employment program. Firstly, program structure improvements over a five-year period were found to be associated with radical improvements in male trainee performance; trainee population characteristics did not change during the period. Secondly, during one year of participant observation analysis, systematic changes in placement opportunity and staff supportiveness were also associated with significant changes in trainee behavior. It is concluded that trainee reactions to extreme changes in the program structure were closely tied to situational realities. These findings provide evidence that, in regard to the world of work, the impact of the minority individual's personality has

been over stated and misunderstood in the culture of poverty literature. Rather than viewing attitudinal and motivational states as permanent parts of the individual's personality, their adaptive nature should be emphasized. If the motivational patterns of employees are to be understood, a closer look must be taken at the employee's work environment. Both the social and techno-economic environment had to be viewed as worthwhile or the trainees in this study would significantly limit their effort. (Author/JM)

ED 120 285 UD 015 785

Stephenson, Paul L. Harris, J. John, III
An Experiment to Transform the Orientation of an Urban Youth Service: A Case Study. Extension Studies 59.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Pub Date May 75

Note—24p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Case Studies, *Community Involvement, Extension Agents, Extension Education, Goal Orientation, *Organizational Change, Staff Orientation, Staff Role, *University Extension, Urban Extension, Urban Youth, Voluntary Agencies, Youth Agencies, *Youth Programs Identifiers—Pennsylvania (Philadelphia)

This study investigates an experiment undertaken by the Cooperative Extension Service of The Pennsylvania State University and the Christian Street Urban 4H Center in Philadelphia to transform the "provider" orientation of a youth service. The "provider" orientation addresses needs as they are perceived and defined by the providers of services. It was hoped that goals, structures, and processes of operation of the Urban Center could be defined in accordance with the perceptions, interests, values, and concerns of both the Urban 4H providers and the community--via a Community Committee. This analysis of the 4H experiment is based on data from: (1) over 25 focused interviews and informal discussions with key members of extension staff, youngsters enrolled in 4H, and people in the community, and (2) participant observation of approximately five meetings of the Community Committee and over 20 relevant meetings of the 4H staff. This study covers an eight month period, from the inauguration of the 4H Center in July 1974, through a process of internal committee development, to a stage of tension between the Community Committee and 4H by early March 1975. The main facts of the history of the Community Committee serve as background for the analysis of the unforeseen problems which influenced the outcome. (Author/JM)

ED 120 286 UD 015 786

Lee, Don Chang
Korean Wife-American Husband Families in America.

Pub Date Dec 75

Note—16p.; Paper presented at the Annual Meeting of the American Anthropological Association (San Francisco, California, December 2-6, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Anthropology, Communication Problems, Cultural Factors, Culture Conflict, *Family Characteristics, Family Problems, Females, *Field Interviews, *Intergroup Relations, *Intermarriage, *Korean Americans, Marital Instability, Parent Child Relationship, Socioeconomic Background Identifiers—*Georgia (Columbus)

Many American servicemen have married Asian women and brought them to the United States. Asian wife-American husband families are unique compared to black-white or European-American marriages because they are both interracial and cross-cultural. Yet, few studies have been done to analyze their relationships and problems in adjusting to American society. The present analysis is based on data from 50 Korean wife-American husband families in the State of Georgia, randomly selected from a list of 350 such families. The wife and husband of each family were interviewed from 1974 to 1975. The interview questionnaire included demographic information and questions relating to associating with Americans and Koreans, adjustment problems in America, relationship between wife and husband, and parents and children, social interaction patterns, and stability of the marriages.

The responses were used to analyze the degree of social integration within the family organization and with outsiders. The findings indicate that Korean wife-American husband families confront four major problems: (1) the conflicts between wife and husband that are due to the differences in cultural values and socioeconomic background of Korean women before marriage; (2) communication problems of Korean wives; (3) conflict between mother and children; and (4) out-group relationships. (Author/JM)

ED 120 287 UD 015 816

Cartel-Annotated Bibliography of Bilingual Bicultural Materials. No. 36, December 1975.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—26p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Biculturalism, *Bilingualism, Bilingual Students, Classroom Materials, Ethnic Groups, *Instructional Materials, Library Materials, Minority Group Children, Minority Groups, Reference Materials, *Resource Materials

Thirty-two documents are listed in this annotated bibliography which includes audio-visual, classroom, curriculum, library, and professional bilingual bicultural resources. A reference on an annotated bibliography of doctoral dissertations on social and psychological studies of minority children and youth is also included. Entries are listed alphabetically by title. A typical annotation includes information in the following order: title, author or developing agency, name and address of publisher, and/or distributor, publication date, number of pages or parts, language(s) used, intended audience or level, and a descriptive statement. Selections are based on the following criteria: material is published or available in U.S., its territories, or possessions; materials include a source address; materials are used in the education of bilingual children; materials contribute to staff training for bilingual multicultural programs; and, materials further the progress or success of bilingual multicultural education. Materials must meet the first two criteria and at least one other to be selected. (Author/AM)

ED 120 288 UD 015 817

Cartel-Annotated Bibliography of Bilingual Bicultural Materials. No. 37, January 1976.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Biculturalism, *Bilingualism, Bilingual Students, Classroom Materials, Ethnic Groups, *Instructional Materials, Library Materials, Minority Group Children, Minority Groups, Reference Materials, *Resource Materials, Spanish Speaking

Forty-six documents are listed in this annotated bibliography, which includes audio-visual, classroom, curriculum, library, and professional bilingual bicultural resources. A reference on an annotated bibliography of doctoral dissertations on social and psychological studies of minority children and youth is also included. Entries are listed alphabetically by title. A typical annotation includes information in the following order: title, author or developing agency, name and address of publisher and distributor, publication date, number of pages or parts, language(s) used, intended audience or level, and a descriptive statement. Selections are based on the following criteria: material is published or available in U.S., its territories, or possessions; materials include a source address; materials are used in the education of bilingual children; materials contribute to staff training for bilingual multicultural programs; and, materials further the progress or success of bilingual multicultural education. Materials must meet the first two criteria and at least one other to be selected. (Author/AM)

ED 120 289 UD 015 818

Siegel, Florence
Educational Implications of Language Diversity: A Consideration of Black English Vernacular.

228 Document Resumes

Pub Date 73

Note—71p.; Completed for requirements of Rensselaer Polytechnic Institute, Troy, New York

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Distinctive Features, Educational Planning, *Educational Policy, Educational Practice, Language Patterns, *Language Role, Language Skills, *Language Styles, Language Variation, *Linguistic Competence, Linguistic Difficulty (Inherent), Linguistic Performance, Minority Group Children, Models, *Negro Dialects, Second Languages, Social Dialects, Sociolinguistics, Urban Language

An exploration of issues in language diversity addressing the nature of dialect, features of the dialect, features of black English Vernacular (BEV), linguistic phenomena in the black urban community, theories of the origins of BEV, and its social, economic, and political ramifications suggest that BEV, like other dialects, meets the needs of its users and that BEV speaking children are able to express cognitive processes adequately in their dialect. Educational solutions to reading problems espoused by those grounded in the diversity model are given in terms of linguistic factors. Investigators who focus on deficiency models furnish solutions which range from providing alternate forms of learning geared to a group's supposed area of cognitive strength, to removing the child from his environment. Integrated schooling, intensive training in Standard English before beginning to learn to read, and pre-school programs are also suggested. Solutions for teaching reading and language in inner cities espoused by diversity proponents include the initial use of logograms for syllables, the acceptance of dialect involved misuses for standard forms, the avoidance of the principal sources of dialect interference, and the use of beginning-to-read materials in dialect. This study advocates the use of a child's idiolect or characteristic speech patterns to formulate his own reading materials. (Author/AM)

ED 120 290 UD 015 819

Ebel, Robert L.

Constructing Unbiased Achievement Tests.

Pub Date Dec 75

Note—25p.; Paper presented at the National Institute of Education Test Bias Conference (Annapolis, Maryland, December 2-4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Achievement Tests, Criterion Referenced Tests, *Culture Free Tests, Educational Testing, Language Variation, Measurement Instruments, Non English Speaking, Reliability, Research Problems, Standardized Tests, *Test Bias, *Test Construction, *Testing Problems, Test Interpretation, Test Results, Test Selection, Test Validity

The approach characterizing this study of bias in tests of educational achievement is stated to be reflective and philosophical rather than experimental and statistical. Its concern is with operationally definable areas of learning and indicators of achievement rather than with the hypothetical latent traits that are presumed by some to influence or determine test performance. A brief discussion of emotionality in test bias, that also considers the seriousness of the problem, is followed by comments on bias in selection testing. The meaning of bias in achievement tests is discussed next together with other topics such as: bias in the test itself, the problem of reading difficulty and linguistic difference as a possible source of bias, non-standard English speakers, language specificity in achievement, test bias and test validity, constructing unbiased achievement tests, operational definition versus construct validation, appearance versus reality in test validation, the correctness of operational definitions, and a discussion of two propositions advanced to support the suggestion that criterion referenced tests minimize bias. Issues discussed throughout the paper are noted to suggest that bias in tests of educational achievement is quite improbable. The a priori assumption that an achievement test is essentially unbiased is considered more reasonable than the assumption that it is biased. (Author/AM)

ED 120 291 UD 015 820

Sweet, James A.

Recent Fertility Change Among High Fertility Minorities in the United States.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Report No.—IRP-DP-267-75

Pub Date Nov 75

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—American Indians, *Birth Rate, *Census Figures, Contraception, Education, *Ethnic Groups, Geographic Location, Income, *Minority Groups, Negro Population Trends, Over Population, Population Distribution, Population Growth, *Population Trends, Pregnancy, Racial Composition, Reproduction (Biology), Rural Areas, Socioeconomic Status, Spanish Speaking, Trend Analysis

Trends and differentials in fertility for three high fertility minority populations -- Southern rural blacks, Spanish surnamed, and American Indians -- are examined for the intervals between 1957-60 and 1967-70. Fertility levels and patterns of differentials within these three minority populations are also compared with those of the urban white majority population. Each sub-group studied had very high fertility levels in the late fifties, and exhibited a rapid decline during the sixties. Demographically, the decline was accomplished by a great reduction in fourth and higher order births, although there are also significant reductions in the rates of second and third births. Fertility declines at similar rates for the poorly-educated as well as for the well-educated and for the poor as well as for the more affluent. Differentials in fertility within these populations are also examined. For both the American Indian and Spanish surnamed, there continues to be a considerable fertility differential by education, with much smaller rates shown by Southern blacks. For all three racial and ethnic minorities, there is a strong inverse relationship between fertility and income. After adjusting for various factors, each of three populations has higher fertility among women marrying in their teens than among those marrying at later ages. Also included in the analysis is husband's occupation and the ethnic status of husbands and wives. Eight tables are provided. (Author/AM)

ED 120 292 UD 015 821

McFarland, Valerie

Data on Selected Racial Groups Available From the Bureau of the Census.

Bureau of the Census (DOC), Suitland, Md.

Report No.—DAD-40

Pub Date May 75

Note—46p.; This document available only in microfiche due to the print size of the original document

Available from—Subscriber Services Section (Publications) Social and Economic Statistics Administration, Washington, D.C. 20233 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Caucasians, *Census Figures, Computer Storage Devices, Data Bases, Electronic Data Processing, *Ethnic Groups, Filipino Americans, Hawaiians, Housing, *Information Sources, *Information Storage, Japanese Americans, Korean Americans, Minority Groups, Negroes, Population Distribution, Reports, *Resource Guides, Resource Materials, Statistical Data, Tables (Data)

Intended to be a central source of information on where to acquire statistics on the social and economic characteristics of various racial groups, this report includes references on printed reports, computer tapes, and special calculations. The racial categories of white, negro or black, Indian, Japanese, Chinese, Filipino, Hawaiian, Korean, Aleut, Eskimo, and other are defined and described. Included in the list of printed materials are the 1970 census publications and the Subject Guides to 1970 Census Population and Housing Characteristics, consisting of four comprehensive guides to tables containing racial data referenced by subject matter and geographic areas. The availability of printed reports is cited. Summary tapes, produced in six tabulated series, provide tables with data for racial categories in the population and housing tabulations at various geographic levels. Their acquisition and public use is explained. In cases where the need for racial statistics tabulated by certain subjects or geographical detail is not met by general census

tabulations, special tabulations can be undertaken to meet individual needs. Details concerning special tabulation procedures are specified. Four tables and eleven figures accompany the report. (Author/AM)

ED 120 293

UD 015 822

Novack, David R.

Community Control: A Strategy for Change.

Pub Date Aug 75

Note—44p.; Paper presented at the American Sociological Association Annual Meeting (San Francisco, California, August 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Change Agents, *Change Strategies, *Community Control, Community Cooperation, Community Involvement, Community Programs, Decision Making, Individual Characteristics, *Individual Power, Low Income Groups, *Minority Groups, Negroes, Puerto Ricans, Role Perception, Social Change, Urban Areas

Identifiers—*New York (New York)

The impact of variables such as personal affiliation with a community program and degree of local autonomy on resident perspectives, specifically those pertaining to community feelings, issues of efficacy, and community control, are examined in order to provide the target populations attitudes and perceptions. This paper intends to demonstrate the need to juxtapose the relevant attitudes and perceptions of affected residents alongside primarily political factors in evaluating the potential viability of community control. Three low income New York City districts peopled predominantly by blacks and Puerto Ricans compose the sample. Results reflect general support for community control in principle and a desire to share decision making powers with non-residents. Significant differences in viewpoint are associated with type of program affiliation: resident staff, program clients, and general community inhabitants. Degree of local autonomy bears little relevance. Provisional support for an overlap model of community control is provided, based on political feasibility and positive resident feelings in the context of a cooperative working relationship with outsiders. (Author/AM)

ED 120 294 UD 015 823

Higher Horizons 100, 1974-1975. Hartford Moves Ahead: An Evaluative Report.

Hartford Public Schools, Conn.

Pub Date Jul 75

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Academic Achievement, Affective Objectives, Attendance Patterns, Behavioral Objectives, *Demonstration Programs, Junior High Schools, Mathematics, Program Effectiveness, *Program Evaluation, Reading Achievement, *Secondary Education, Senior High Schools, Teamwork, *Underachievers

Identifiers—Connecticut (Hartford), *Higher Horizons 100 Program

Data collected from three high schools, two middle schools, and five grade levels indicate that this demonstration program can effectively correct some of the more salient ravages of educational deprivation. Using teamwork, the program provides supportive reading and language arts assistance, basic skill development, supplementary counseling services, and vocational, career, and experiential services designed to broaden each student's level of future achievement and aspirations. The principal component objectives related to pupils' achievement and attitudes are improved reading test scores, improved test achievement in other basic skill areas, improved school attitude, and improved school attendance. Month for month gains in the basic skill areas of reading and mathematics are generally attained on one or more of the criterion measures -- this standard being reached or exceeded by all high school teams with the exception of one. At the middle school level, the gain standard is reached in reading for all four teams but only for two teams in mathematics. Data presented for all teams at the high school level and for the three middle school teams support the contention that the program has a positive effect on the participants. Attendance data, measured against individual school criterion shows salutary patterns for all teams, and at a level which exceeds the attendance pattern of the host school as a whole. (Author/AM)

ED 120 295 88 UD 015 824
Project S.T.E.P.: Seniors Tutor for Educational Progress. Annual Evaluation Report, July 1974 - June 1975.

Easton-Redding Regional School District 9, Conn.

Pub Date Jun 75
 Note—30p.; For Project Description, see UD 015 825

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—Affective Objectives, Cognitive Objectives, *Cross Age Teaching, Emotionally Disturbed, *Exceptional Children, Grade 7, Grade 8, Learning Disabilities, Mentally Handicapped, *Older Adults, Program Descriptions, Program Effectiveness, *Program Evaluation, Remedial Instruction, Secondary Education, Senior Citizens, Teaching Techniques, *Tutorial Programs, Tutoring, Tutors

Identifiers—Connecticut, Elementary Secondary Education Act Title III, ESEA Title III, *Project Seniors Tutor for Educational Progress, Project STEP

The general objective of this project is to enhance the educational and psycho-social development of seventh and eighth grade students who are experiencing learning or psycho-social deficits. This is accomplished through a meaningful tutorial relationship with a senior citizen aide. Together, the adolescent student and tutor create educational devices which the adolescent in turn uses to tutor elementary school pupils. A pre-post experimental design is used to evaluate the two specific objectives listed and their components: academic remediation (academic achievement, intellectual ability, written expression, and school grades) and psycho-social growth (internal external locus of control, self concept, classroom and home behavior, self rating of behavior, and adjustment). Findings indicate that program participants increase their academic knowledge and skills in that pupils are able to maintain and exceed the academic growth expected of normal students. As a group, pupils in the program grow from a functioning range indicative of low average intelligence to the average intelligence range. Participation in the program seems to have an effect on the students' personal development (as indicated by an increase in internal orientation to life) and by favorable changes on important attitudinal and behavioral dimensions indicative of positive mental health. (Author/AM)

ED 120 296 88 UD 015 825
Pica, Teresa
Project S.T.E.P.: Seniors Tutor for Educational Progress.

Easton-Redding Regional School District 9, Conn.

Pub Date [75]
 Note—29p.; For the annual evaluated report, FY, 1974-75, see UD 015 824

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage
 Descriptors—*Cross Age Teaching, Demonstration Programs, Emotionally Disturbed, *Exceptional Children, Grade 7, Grade 8, Learning Disabilities, Mentally Handicapped, *Older Adults, Program Content, *Program Descriptions, Remedial Instruction, Secondary Education, Senior Citizens, Teaching Techniques, *Tutorial Programs, Tutoring, Tutors

Identifiers—Connecticut, Elementary Secondary Education Act Title III, ESEA Title III, *Project Seniors Tutor for Educational Progress, Project STEP

The general objective of this project is to enhance the educational and psycho-social development of seventh and eighth grade students who are experiencing learning or psycho-social deficits. This is accomplished through a meaningful tutorial relationship with a senior citizen aide. Together the adolescent student and tutor create educational devices which the adolescent in turn uses to tutor elementary school pupils. This manual presents information on the senior citizens in the project, how to recruit senior tutors, training activities used, how to admit students to the program, how to pair students and tutors, programming and program implementation and program facilities. Evaluation of program effectiveness includes cognitive objectives such as improvement in reading, math, and handwriting skills, and affective objectives such as self-concept, classroom and home behavior, and personal adjustment. Several combined approaches used to encourage a student to create materials are

described, and samples of learning games produced by various students are provided. (Author/AM)

ED 120 297 UD 015 826
Barbarin, Oscar

External Feedback, Self-Evaluation and Performance of Black and White College Students.

Pub Date 75
 Note—50p.; Paper presented at Conference on Empirical Research in Black Psychology (New York, New York, 1975)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Caucasian Students, College Students, *Feedback, Higher Education, Individual Power, Locus of Control, Memory, *Negro Students, Racial Differences, Racial Discrimination, Racial Factors, Reinforcement, Self Concept, *Self Evaluation, Sex Discrimination, Social Structure, *Task Performance

This study predicts that race is not related to global measures of self-esteem but that in the context of specific evaluative feedback, racial differences in self-evaluation will be observed. Forty black and 40 white college students were administered the Tennessee Self-Concept Scale and a series of memory tasks about which contrived feedback was given. As predicted, results indicate no significant differences between the races on global measures of self-esteem. Racial and sexual differences are found in post-experimental ratings of ability to memorize. Although there are no significant differences in actual performance, remarkable differences are noted in self-evaluation between those given negative and those given positive feedback. Differences are observed between blacks and whites, especially white men in their level of self-evaluation in the presence of external feedback. White men are less affected by negative feedback than blacks and white females. These differences support the existence of differential expectations and feedback on the part of social systems along racial and sexual lines. Results of the study have an important implication for subsequent research on self-esteem and race. It is important that the distinction be made between report of self-evaluation that occurs in a context of specific feedback and one which does not, because the choice of one procedure over the other may determine whether racial differences will be found. (Author/AM)

ED 120 298 UD 015 827
Guidebook to Promising Practices in Compensatory Education and Miller-Unruh Reading Program Schools in California.

California State Dept. of Education, Sacramento. Div. of Compensatory Education.

Pub Date [73]
 Note—138p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage
 Descriptors—Academic Achievement, *Compensatory Education Programs, *Demonstration Programs, Educational Alternatives, Educationally Disadvantaged, Educational Programs, Federal Programs, Guidelines, Minority Group Children, *Program Descriptions, Program Effectiveness, *Program Guides, *Resource Guides, School Statistics, State Schools

Identifiers—*California, Miller Unruh Reading Program

The purpose of this guidebook is to give recognition to some of California's effective schools and, more importantly, to encourage interschool visiting. Emphasizing that organization leads to productivity, specific suggestions as to how to use the book and how to plan school visits are provided. Listed alphabetically and by county, section I provides a roster of schools with promising practices in compensatory education and Miller-Unruh Reading Programs. Section II contains an inventory of program strengths on which validation teams rate the schools. Among the criteria considered are nonisolation of disadvantaged students, auxiliary services, staff development, intergroup relations, and affirmative action. A section providing facts about the schools describes ethnic content, target students, socio-economic background, staffing, and funds follows. Section IV provides a listing of other schools and special projects suggested by various program units within the State Department of Education. Among these are incentive grant programs, programs providing alternative solutions to educational needs and problems, demonstration pro-

grams in reading and mathematics, library-media projects, and environmental education programs and projects. A directory of career education project sites is provided. The greatest value of this guidebook is seen to be for interschool visiting with the purpose of learning as much as possible about the process by which the improvement in measured achievement of disadvantaged students is achieved. (Author/AM)

ED 120 299 UD 015 828
Putting It Together with Parents: A Guide to Parent Involvement in Educational Programs.
 California State Dept. of Education, Sacramento.
 Pub Date 73
 Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Educational Programs, *Elementary Secondary Education, Family Influence, Family Involvement, *Guidelines, *Parent Participation, Parent Responsibility, *Parent Role, Parent School Relationship, Parent Teacher Cooperation, School Activities, School Involvement, Teacher Participation, *Teacher Responsibility

Identifiers—California

Ideas to guide parental involvement in educational programs for children are provided in this booklet. Topics that are discussed are: why it is important to involve parents; how parents can be reached; guidelines for involving parents; the parents' role; how parents may involve themselves in their child's school; activities for parental involvement in support of the educational program; how parents may become involved in extracurricular activities; teachers' guidelines for planning home visits; and, additional areas of consideration for school staff members. Parental involvement in the school program is seen to be extremely important to the effectiveness of educational programs in meeting the needs of children. The goals of parents for their children ought to complement those of the school and the goals of both these institutions ought to reinforce one another. The primary responsibility for initiating good relations between the school and the home is seen to rest with the school personnel; however, the parents are also to be interested and supportive of the school program. A list of factors that the school must be concerned with, such as developing positive attitudes within parents toward the school, as well as a list of factors that parents must be concerned with, such as having full information regarding their child's intellectual, physical, social, and emotional growth are given. (Author/AM)

ED 120 300 UD 015 829
Evaluation Report of ECE, ESEA Title I, and EDY, 1974-75.

California State Dept. of Education, Sacramento.
 Pub Date 75

Note—68p.
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Academic Achievement, Delinquents, Early Childhood Education, *Educational Change, *Elementary Secondary Education, *Federal Programs, Handicapped Students, Program Costs, Program Descriptions, Program Effectiveness, *Program Evaluation, Special Programs, State Programs

Identifiers—*California (Sacramento), Early Childhood Education Reform Effort, Educationally Disadvantaged Youth Act, EDY Act, Elementary Secondary Education Act Title I, ESEA Title I

This is a comprehensive report of the effects of local school programs, K-12, developed with funds from ESEA Title I, the State Educationally Disadvantaged Youth (EDY) Act, and the Early Childhood Education (ECE) reform effort during 1974-75. The program description defines outputs, both in terms of institutional changes and in terms of student achievement, as well as reports on the legislation and regulations under which the programs have operated. The next section is a detailed descriptions of the procedures followed and the instrumentation used to measure these outputs. The findings of the evaluation contains detailed information about the numbers and types of participants and expenditure patterns. It also contains a discussion of the institutional changes which have resulted from the ECE reform. Since some ESEA Title I funds are being used to serve very distinct populations such as handicapped students and neglected youth, a special section about these specialized efforts is included.

Among the findings are that ECE school are making major changes throughout many program areas, and that statistically, students in the ECE process achieve significantly higher than do matched groups of students not in the program. (Author/AM)

ED 120 301 UD 015 884

Racial Trends: 1964-1974.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date Jul 75

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Caucasians, Changing Attitudes, Comparative Analysis, Ethnic Groups, Geographic Regions, Minority Groups, *National Surveys, Negative Attitudes, Negro Attitudes, *Negroes, *Race Relations, Racial Attitudes, Racial Differences, Racial Factors, Racial Recognition, *Trend Analysis

National surveys conducted by the Institute for Social Research indicate that there has been a steady decline in the last decade in the proportion of white people who see themselves as living in an all white world. Along with the change in perceptions, the traditional white pattern of white attitudes toward blacks also exhibits change, with young people, college graduates, and white people living in metropolitan areas denoting more positive attitudes than those in the South. There are two issues regarding which white attitudes have not become more positive: that of governmental intervention with respect to equal job opportunities and school integration. Black people interviewed also see the racial situation as changing. Black attitudes toward issues of segregation and civil rights are predictably different from those of whites, with very few black people favoring strict segregation of the races at any point during this 10 year period. Black perceptions of changes in race relations differ substantially from those of whites. In general, the data show that during the mid-1960's black people in this country had a strong feeling of change in conventional racial patterns, expressed both in their perception of increased contact with white people and in their sense of real change in their situation. The sense of change for the better has diminished during the seventies. (Author/AM)

ED 120 302 UD 015 885

Gallimore, Ronald And Others

Culture, Behavior and Education: A Study of Hawaiian Americans.

Pub Date 74

Note—283p.; Sage Library of Social Research, Volume 11

Available from—Sage Publications, Inc. 275 South Beverly Drive, Beverly Hills, California 90212 (\$7.85, paper)

Document Not Available from EDRS

Descriptors—Behavior Patterns, Cultural Factors, *Culture Conflict, *Ethnic Groups, Family Characteristics, Family Relationship, Family Structure, *Hawaiians, Minority Group Children, Minority Groups, Peer Groups, Peer Relationship, Public Schools, Social Development, *Socialization, Student Behavior, Teacher Behavior, Youth, *Youth Problems

This research is based on two types of analyses. A cultural analysis focuses on the Hawaiian-American family and socialization system and is used to generate and interpret interface analysis findings. The second type of analysis concerns Hawaiian-American behavior in public school classrooms. The goal of the combined analyses is to specify points of conflict between Hawaiian-American youth and their teachers. A major portion of the book is devoted to an ethnographic description of the family and socialization system. Other chapters deal with the subjects such as essential aspects of the family system, infant care, methodological problems, the function of children in the family system, the early childhood socialization, and sibling caretaking. A general theme of the chapters dealing with the interface analysis is that of whether Hawaiian child behavior suggested by the cultural analysis to be present in the home also occurs in the classroom. Situational variables that influence Hawaiian-American response to teachers and classroom activities are also examined. Some classroom practices that influence the children's school adjustment are specified and interpreted in the context of the cultural analysis. It is concluded that the behavior of Hawaiian youth is a product of a

coherent cultural system, rather than a result of social disorganization, retarded development, or other pathology. (Author/AM)

ED 120 303 UD 015 886

Stranix, Edward L.

A Study of Attitudinal Changes in Inner City Students as a Result of Constructive Participation in an Urban Environmental Studies Program.

Note—17p.; Paper presented at the First National Conference on Urban Education (Kansas City, Missouri, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Action Research, Activity Learning, *Changing Attitudes, Cognitive Tests, Community Action, Course Objectives, Course Organization, Disadvantaged Youth, Grade 7, Grade 8, *Minority Group Children, Primary Education, *School Attitudes, Secondary Education, *Urban Environment

Identifiers—*Pennsylvania (Philadelphia)

Two classes, each comprised of seventh and eighth grade students, are used to test the hypothesis that student participation in observing and solving real-life environmental problems increases positive changes in their attitudes toward school. Two methods of teaching urban environmental studies are used: an experimental community action approach using instamatic cameras and super 8mm cameras, and a traditional classroom instruction using the latest films, film strips, multimedia kits, records, texts, and pamphlets dealing with urban environmental problems. Results of the testing show that significant gains are attained by the experimental group in all seven attitudinal areas tested. The teacher made cognitive tests results exhibits no significant differences between the two groups. Generally, the test results demonstrate that inner-city students attitudes toward school improve when they are given an opportunity to participate in urban action projects which deal with real-life community concerns, and that students in both groups gain an equivalent degree of factual knowledge in the area of urban environmental problems. Using the urban environment as a learning resource and initiating student action groups are recommended for elementary students as well as for teenagers involved in urban studies programs. (Author/AM)

ED 120 304 UD 015 887

Yuskiewicz, Vincent D.

Educational Needs Assessment: A Systematic Method for Determining Educational Need for Compensatory Programs.

Northeastern Educational Intermediate Unit, Scranton, Pa.

Pub Date Jun 75

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Attitude Tests, Cognitive Measurement, *Compensatory Education Programs, Educational Assessment, *Educational Needs, Evaluation Methods, Flow Charts, Learning Characteristics, Minority Group Children, *Needs Assessment, Student Needs, *Systems Analysis, *Systems Approach

Needs assessment is a systematic procedure by which educational needs are identified and ranked in order of priority. The process involves the use of both objective (achievement test scores) and subjective (attitudinal measures) information to identify and rank educational needs. A procedure to guide the needs assessment effort includes various activities such as the identification of goals, identification of objectives, prioritization of objectives, assessment of actual status, determination of discrepancies, and prioritization of needs. Needs assessment is designed to improve school program planning. In order to make sure that the process aids school planning efforts to maximum effectiveness a continuous evaluation of the assessment process itself is recommended. Criteria and questions for evaluation focus on the areas of process, product, participation, management, communication, and budget. The questions posed for each area can assist project personnel in evaluating the effectiveness and level of accomplishment of their assessment process. A needs assessment can be focused on various levels of the educational system: at the program level, it can focus on revisions of curriculum offerings or projects supported by state or federal funding, and at the instructional level, it can help to determine current learner status in regard to desired learner outcome. (Author/AM)

ED 120 305 UD 015 888

Spielman, Seymour Miller, Richard E.

Community and Industry Determinants of the Occupational Status of Black Males.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-330-76

Pub Date Jan 76

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—*Community Characteristics, Conceptual Schemes, Economic Status, Employment Opportunities, *Environmental Influences, Ethnic Groups, *Males, Minority Groups, Models, Negro Employment, *Negroes, *Occupational Mobility, Social Class, Socioeconomic Influences, Socioeconomic Status

This paper examines a body of literature on the subject of black occupational standing in communities with different characteristics, and argues on behalf of the importance of including contextual variables -- attributes of the community and industry in which an individual is embedded -- in models of the status attainment process. In the first section, a model of how various community characteristics influence the occupational standing of black males is constructed. The second section varies the definition of upper status positions in order to study the sensitivity of the conclusions to the particular index break point employed. In the third section, the model is recast in a new frame work (that of "elasticity") so that the importance of various community characteristics can be assessed from the perspective of the amount of change in the levels of the racial status terms which they are capable of producing. In the final section, the implications of these analyses are reviewed as they pertain to the traditional formulation of the status attainment process. (Author/AM)

ED 120 306 95 UD 015 889

Patchen, Martin And Others

Determinants of Students' Interracial Behavior and Opinion Change. Working Paper No. 93, Revised.

Purdue Univ., Lafayette, Ind. Inst. for the Study of Social Change.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-561

Pub Date Dec 75

Grant—NSF-GS-33357

Note—46p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavior Patterns, Caucasian Students, *Changing Attitudes, Group Behavior, High School Students, Individual Characteristics, Intergroup Relations, Negro Students, Public Schools, *Race Relations, Racial Attitudes, Racial Differences, Secondary Education, *Social Behavior, Social Integration, Student Attitudes, *Student Behavior, *Student Opinion

Identifiers—*Indiana (Indianapolis)

The relative importance of factors such as student characteristics, prior contact with the other race, opportunity for contact in the present situation, and conditions of inter-racial contact are examined in order to determine how they predict the social outcomes of inter-racial contact in high schools. Multiple regression analyses are performed which relate the total set of predictor variables to each of five dependent variables: friendly contact, friendship relations, avoidance, unfriendly contact, and opinion change. Data obtained are from both black and white students in all of the Indianapolis, Indiana public schools. Findings are consistent with previous work, which indicates that interracial hostility at the individual level may be in part a manifestation of a generally aggressive personality, and that positive prior opinions do not lead to more positive opinion change. Among the findings, which are presented in a tabular summary, are: that more early positive interracial contacts contribute to more interracial contact of any kind; that family attitudes are a somewhat more potent influence than peer attitudes among black students with the reverse for whites; and, that there is little relationship between interracial behavior and attitudes and the relative status of blacks and

whites. Among whites, only the personality indicator and sex made substantial contributions to predicting unfriendly interaction with blacks. (Author/AM)

ED 120 307 UD 015 890

Shimahara, Nobuo K.
Equal Social Participation: Neoeithnicity and Culture Heritage Studies.
Pub Date May 75

Note—10p.; Paper presented at Intercultural Communications Meeting (New Brunswick, New Jersey, May 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Acculturation, Cultural Awareness, *Cultural Background, Cultural Differences, Cultural Factors, Cultural Pluralism, *Ethnic Groups, Ethnic Status, *Ethnic Studies, Ethnocentrism, Institutional Role, Minority Groups, Social Change, *Social Mobility, Social Opportunities, Social Stratification, *Social Structure

One of the basic problems men and women confront in any complex is the limitation imposed on their access to institutions of their society. How the problem of institutional or structural access is related to ethnicity and ethnic studies is the focus of this essay. Concern for ethnicity and ethnic studies in education can be traced to the rejection of the assumption that equal participation in American society depends upon assimilation within the mainstream—resulting in neoeithnicity, or the revitalization of ethnic cohesiveness with emphasis on the symbolic salience of each group. Ethnic studies are based on a cultural view of ethnicity. Cultural heritage studies stress the rediscovery of ethnic diversity so as to increase appreciation of each group. Their emphasis is on attitudinal and behavioral modification rather than on institutional reform. Cultural heritage studies based on a cultural view are misdirected since minorities demands for equal structural access lends support to a structural view. Cultural heritage studies need a bi-focal perspective of both cultural and structural views of ethnicity—a new vision focusing upon, on the one hand, the institutional conditions which determine the patterns of ethnic groups' adaptation to the larger society, and, on the other, the cultural characteristics of these groups. (Author/AM)

ED 120 308 UD 015 891

Shelton, Raymond O.
Making Desegregation Work, Tampa, Florida.
Pub Date 20 Feb 76

Note—8p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Bilingual Schools, Bus Transportation, Faculty Integration, *Integration Effects, Integration Litigation, *Integration Methods, Integration Plans, Integration Readiness, Minority Group Children, Negro Youth, Public Schools, Racial Integration, School Districts, *School Integration, Spanish Speaking, State Schools, *Success Factors

Identifiers—Florida (Tampa)
The Hillsborough County School District is recognized as the nation's most successfully desegregated metropolitan school district in the United States. Basic statistics show that the pupil population has grown to 115,000; pupil and faculty composition is approximately 80% white and 20% black; 56,000 pupils are transported daily, 25,000 for purposes of desegregation only; and the instructional program is operated with a minimum of disruption with good parental and community support. Successful desegregation and transformation of a dual school system to a unitary one is due to a variety of reasons, such as: that the Board of Education is not divided; that Tampa has a Latin community that may have been more ready to share equal facilities with black community; that a white superintendent, respected black desegregation leaders, and black school administrator form an effective team; that a desegregation plan is developed through community involvement with committees composed of large numbers of people from all walks of life and all areas of the community; that pre-planning and anticipation of needs of difficulties—especially busing needs—takes place; that there was support from the news media; and that there was an absence of emotionality and sensationalism about

the issue. Most white parents accept integration as required by law and do not attempt to thwart it. Black parents are strongly in favor of integrated schools but express dissatisfaction over the large amount of busing required of their children. (Author/AM)

ED 120 309 UD 015 894

Griffin, Larry
Specification Biases in Estimates of Socioeconomic Returns to Schooling.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSOS-R-208

Pub Date Jan 76

Contract—400-76-0034

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Caucasian Students, *Economic Opportunities, Educational Background, *Educational Benefits, Employment Opportunities, *Family Background, Income, *Intelligence Differences, Multiple Regression Analysis, Occupational Mobility, School Role, Social Differences, Social Mobility, Socioeconomic Status, *Statistical Analysis

A topic of increasing concern to scholars and policy makers is the degree of bias in estimates of the socioeconomic returns (occupational status and earnings) to schooling. This paper, based on a re-analysis of published data from seven sources and on new data, attempts to quantify the specification bias due to the omission of socioeconomic origins and mental ability from status and earnings functions. Conclusions are based on three sets of statistics: (1) the amount of explained variance in occupational status and earnings uniquely attributable to schooling; (2) the proportional reduction in socioeconomic returns to schooling controlling SES origins and/or mental ability; and (3) the reduced form and structural estimates for the two data sets available with indices of parental wealth. The results suggest that estimates of the occupational status returns to schooling are not seriously inflated, while those of earnings are overestimated by around 40 percent. Thus, the practice of calculating economic returns without adequate controls for ability and social origins is seriously questioned. This paper also suggests that an over concern with rates of returns to schooling—to the exclusion of other ascribed and achieved effects—obscures understanding of the socioeconomic achievement process. (Author/JM)

ED 120 310 UD 015 895

Soy, Rosa H. Sanchez, Isabel
The American Pressure Cooker...The Puerto Rican on the Mainland.

Pub Date 9 May 75

Note—51p.; Paper presented in partial fulfillment of the course requirements for "Social Stratification," Kean College, New Jersey

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Acculturation, Community Involvement, Cultural Factors, Economically Disadvantaged, *Educational Problems, Family Characteristics, Language Handicaps, *Migrant Child Education, Puerto Rican Culture, *Puerto Ricans, *School Community Relationship, Social Factors, Spanish Speaking, Teacher Attitudes, *Urban Youth

The purpose of this essay is to uncover the factors which have so greatly affected the educational and social aspect of the Puerto Rican's life in the New York metropolitan area. It is concluded that school systems are obviously not going to foster disorder or encourage criticism. The initiative is up to the community. The Puerto Rican community still needs to be educated as to its rights and responsibilities. But many are beginning to organize, to ask questions, to attend meetings of the Boards of Education. The awakened interest in Puerto Rican pupils is a direct result from an awakening Puerto Rican community. Two themes must be singled out for future work: (1) the complexity of language functioning, and (2) the complexity of the social settings in which language is employed. A lack of awareness of these very different sets of complexities has frequently led to unjustified generalizations. Four specific suggestions for action on the part of the community are made (1) to carefully assess the needs of the children in terms of language, academic subjects, tutorial services, extra-

curricular activities, etc.; (2) to state explicitly the community's expectations of the school; (3) to state explicitly the objectives which the community feels education should fulfill; and, (4) to state the role which should be played by the parent in the activities of the school. (Author/JM)

ED 120 311 UD 015 896

Johnson, Willis L., Ed.

Directory of Special Programs for Minority Group Members: Career Information Services, Employment Skill Banks, Financial Aid Sources. Second Edition, With an Additional Section on Employment Assistance Services for Women.

Pub Date 75

Note—401p.

Available from—Garrett Park Press, Garrett Park, Maryland 20766 (\$8.50, paper)

Document Not Available from EDRS

Descriptors—Career Opportunities, College Programs, *Directories, Employment Services, Federal Programs, Females, *Information Services, Job Training, *Minority Groups, Remedial Programs, Scholarships, *Special Programs, Special Services, Student Financial Aid, *Student Personnel Services

Although planned as a comprehensive listing of special programs for minority group members several decisions were made which significantly expanded its scope, and hopefully, makes it even more useful to candidates, counselors, and employers. A number of programs for "disadvantaged" persons were included. Some general programs, open to all persons, but of special help to minority group members concerned with upward mobility, are included—especially, special information and career guidance projects; the original objective was to limit the Directory to programs at the professional level or which required college training. While most of the entries are at this level, some additional opportunities were reported and these were included. Finally, so many excellent programs assisting women with career information and job placement were discovered that a special section was added to present them. Minority group members, as used in this Directory, refers to persons who would describe themselves as black or Afro-American, Spanish speaking, Spanish surnamed, or of Latin American origin or culture; American Indian; Alaskan native; or Asian American or Oriental. Most of the programs require U.S. citizenship. Where they are already over represented, not all minority programs include Asian Americans. (Author/JM)

ED 120 312 UD 015 897

Cohen, David
Narrative Evaluation Report on the Institute for Ethnicity and Librarianship.

City Univ. of New York, Flushing, N.Y. Queens Coll. Library Science Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—135p.; Based on Proceedings of Institute on Ethnicity and Librarianship (Queens College, CUNY, New York, N.Y., July 7-25, 1975); Some pages may be of marginal legibility due to poor reproducibility of original document

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Cultural Background, Cultural Factors, *Ethnic Groups, *Institutes (Training Programs), Librarians, Library Instruction, Library Materials, Library Planning, Library Programs, *Library Role, *Library Services, Minority Groups, Racial Characteristics, Study Facilities, *Summative Evaluation, Summer Institutes

This national library training institute examines the concept of ethnicity in its relation to librarianship, and deals with the major ethnic groups in addition to the traditional minorities. Sharp differences are noted among the various groups that attended the three-week intensive institute. There is a reluctance to accept the complaints of the white ethnics as substantial when compared with the racism and prejudice forced by blacks and other minorities. While it is felt that the evaluation of materials and the design of services to the community require considerable input from librarians with related ethnic backgrounds, it is generally agreed that the professional librarian has considerable responsibility for collection building and programming in tune with the ethnic composition of the community. A consensus con-

cerning the need for annual institutes to cope with the complex problems of minority groups as potential library patrons is noted, along with an equal consensus that for the future, there should be greater emphasis placed upon using the materials more effectively, especially in a white suburban setting. One of the major conclusions was that ethnicity is a complex concept that needs further exploration especially in relation to professionals working in academic and public libraries. The body of the report elaborates in great detail the highlights listed above as well as others. (Author/AM)

ED 120 313 UD 015 898

Pemberton, S. Macpherson

Federal Concern for Equality of Education Opportunity: Some Historical Indications.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Jan 74

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—American History, *Disadvantaged Groups, Economically Disadvantaged, Educational Legislation, *Educationally Disadvantaged, *Equal Education, Equalization Aid, Equal Opportunities (Jobs), *Federal Aid, Federal Government, *Federal Legislation, Federal Programs, Financial Policy, Minority Group Children

Identifiers—NIE Archives

Historical notes on national interest in the problem of educational inequality as well as a tracing of the initially gradual and then intensified Federal involvement with equal educational opportunity comprise the focus of this paper. The concept and various definitions of equal educational opportunity are also discussed. Section headings include: the earliest attempts (18th/19th centuries); the early challenge to the States; toward Federal consideration of equality of educational opportunity; the thrust of the 1950's; the 1960's toward greater Federal involvement; desegregation and equality of educational opportunity; development of the concept of equal educational opportunity; the search for a workable definition of equality of educational opportunity; and the three goals that should be adopted in the effort to achieve equality of educational opportunity (equal access to educational resources and elimination of fiscal discrimination, equality of educational benefits or outcomes among ethnic groups, and economic equality among ethnic groups in society). Efforts to eliminate inequalities in educational opportunity are considered to have produced some social mobility. There is deemed to be evidence of reasonable correlation between educational attainment and economic opportunity. A concerted attack to be conducted on both economic inequality and the inequalities in the educational systems is urged. (Author/AM)

ED 120 314 UD 015 899

Sowell, Thomas Bailey, Ronald Beresford

Opinions Differ on Black Studies.

National Education Association, Washington, D.C.

Pub Date 75

Note—19p.; Reprinted from "Today's Education" Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 0944.4-00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Problems, *African American Studies, African Culture, African History, College Curriculum, College Programs, College Students, Educational Problems, Higher Education, Negro Culture, Negro Education, Negro History, *Negro Students, *Opinions, *Program Effectiveness, Program Evaluation, *Relevance (Education)

Although the systematic study of black people is much needed and long overdue, black studies programs as they exist are faced with problems and pressures concerning the way they have been created. Responding to black students demand for such programs, in some cases colleges have acted in haste and neither have recruited well-trained, intellectually accomplished scholars in black studies, nor students who have the command of language or of systematic analysis necessary to meet exacting standards. The particular direction these programs have taken can be understood against the background of the educa-

tional situation of black students and of the push for increased black enrollments, creating many cases of mismatchment of students with institutions. That the future of special black studies programs and departments looks grim is a viewpoint that is a viewpoint that is not shared by the second contributor to this pamphlet. Here, black studies are defended, for they represent the most likely institutional structure under which courses of and about blacks are best organized and taught. The problems of black studies can be solved through proper organization and scientific conceptualizations. Where universities are able to organize and staff good black studies programs, they should do so. (Author/AM)

ED 120 315 UD 015 900

deLemos, Marion M.

Study of the Educational Achievement of Migrant Children. Summary Report, December 1975.

Australian Council for Educational Research, Hawthorn.

Pub Date Dec 75

Note—65p.; Summary of the main findings published in a Final Report, October 1975

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Ability, *Academic Achievement, Academic Aspiration, Cultural Background, *Educational Needs, Educational Problems, Elementary Education, Ethnic Groups, Family Background, Grade 2, Grade 4, Grade 6, *Migrant Child Education, Migrant Children, Migrant Problems, Migrant Schools, *Minority Groups, *Non English Speaking, Parental Background, Socioeconomic Background, Student Problems

Identifiers—*Australia

The aim of this study was to obtain objective information on the school achievement of non-English speaking migrant children randomly drawn from three primary grade levels, and to identify some of the factors, such as home background, that are related to their achievement in school. Information on home background was collected by means of interviews of non-English speaking parents, and a questionnaire for those who speak English. Some of the areas covered in the interview and questionnaire include language usage in the home, educational level and work histories of mother and father, and the parents' aspiration for the child's future education and career. The main findings was that there are marked and consistent differences in performance between English and non-English speaking children. Differences in socioeconomic status and other background variables that were likely to be related to school achievement were also noted. Yet despite these, there were no noted significant differences in general ability among the children with over five years of residence in Australia. No differences in achievement on the concept development and arithmetic tests between the children at the higher levels of the primary school were noted. The results indicate that there were no differences in the potential achievement of Australian and non-English origin migrant children and that differences on the language based school achievement tests could be overcome by appropriate educational programs. (Author/AM)

ED 120 316 UD 015 901

Howell, John F.

Factors Contributing to a Successful Instance of Elementary School Desegregation.

Pub Date Apr 76

Note—28p.; Paper presented at the American Educational Research Association annual meeting (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Assessment, Educationally Disadvantaged, Educational Planning, Elementary Education, Elementary Grades, *Elementary Schools, Elementary School Students, Integration Effects, Integration Litigation, Integration Readiness, Minority Group Children, Policy Formation, *Racial Integration, *School Integration, Social Integration, *Success Factors

Identifiers—*Massachusetts (Springfield)

Given a successful instance of public school desegregation, this study examines some of the factors that may have contributed to the integration effort. The initial section provides an examination of the historical and socio-political milieu building a context by which various change agents such as pupil mobility, prior experience in limited or voluntary desegregation, ethnic composition,

parent participation, and relevant litigation efforts, can be better understood. The report also deals with the planning variables used in the development of the model. The final plan can be seen as a compromise between more idealistic and sociological concerns, and more realistic community concerns. The kindergarten, for one, remains a neighborhood unit and is not affected by the desegregation plan. Other basic concerns of the model are enlarged school attendance areas and an altered grade structure. A detailed evaluation conducted over the first full year of desegregation provides an examination of attendance, an analysis of achievement scores, and the results of sociological surveys and attitude assessments administered to schools during that year. The composite picture from results obtained by these studies indicated that desegregation was successfully implemented. One of the factors contributing to the success of the September 1974 elementary school desegregation effort is that all of the secondary schools in this city were desegregated by September of 1968. (Author/AM)

ED 120 317 UD 015 902

Desegregation Progress Report. (Final Version).

Tennessee Higher Education Commission, Nashville.

Note—170p.; Some pages in appendices may be of marginal legibility due to quality of original

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—*College Integration, Data Collection, Disadvantaged Groups, Documentation, Educational Objectives, Enrollment Rate, Enrollment Trends, Faculty Integration, Higher Education, Integrated Curriculum, Integration Effects, Integration Litigation, *Integration Methods, Minority Groups, *Policy Formation, *Racial Integration, School Integration, Social Integration, Statistical Data

Identifiers—*Tennessee (Nashville)

This document is considered to be both a report on the progress in achieving additional desegregation in the public colleges and universities in Tennessee, as well as a report on the ability of the public institutions to achieve specific minority enrollment and employment goals which differ from, but are more ambitious than the goals in the original plan. Chapters address the following areas: the role and responsibility of the monitoring committee, the statewide plan, which include (a) a summary analysis of performance, concerns, and actions steps with regard to desegregation of students, faculties, administrative personnel, and the staffs of the commission and the two governing boards and (b) the revised desegregation goals for state university, the community college system, and for the University of Tennessee; the Nashville Area plan, which includes (a) overview of performance and action steps, (b) racial composition of students, faculty, and administrators, (c) the actions taken toward implementing the long-range desegregation plan as it applies especially to the Nashville area, and (d) the improvements in the physical plant of the Tennessee State University; and impact assessment, which includes (a) purpose, (b) actions that require it, (c) responsibility for it, and (d) its procedures and contents. Among information provided in the appendices are statistical tables and notes. (Author/AM)

ED 120 318 UD 015 903

Abramson, Jacob

The Effect of Continuity of School Environment on Reading Achievement of Fifth Grade Pupils.

Pub Date Nov 74

Note—6p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October 30-November 1, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Mobility, Elementary Education, Elementary School Students, Ethnic Groups, Ethnic Status, Federal Programs, *Grade 5, Minority Group Children, Minority Groups, *Reading Achievement, *Reading Level, School Districts, *School Environment, Socioeconomic Status, *Student Mobility, Transfers, Transient Children

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

Learning to read is a complex process and necessitates continuity in the school environment -- the factor of primary concern in this study. Three objectives are noted: (1) to determine dif-

ferences in reading achievement between fifth grade pupils who have been in the same school since the third grade (non-mobile), and those fifth grade pupils who enter the school any time after the third grade (mobile); (2) to determine differences in the percentage of non-mobile and mobile pupils achieving at or above grade norm; and, (3) to determine if the differences are present regardless of ethnicity and socioeconomic background. Results obtained from scores on the Reading Metropolitan Achievement Tests indicate that there is higher reading achievement in non-mobile pupils, as compared with mobile pupils. A higher percentage of non-mobile pupils are reading at or above grade norm than the mobile pupils. Both findings apply to both Title I and non-Title I districts, but the magnitude of the mean difference in favor of the non-mobile group is greater for the non-Title I districts. All mean and percentage differences are statistically significant. (Author/AM)

ED 120 319 UD 015 904

Abramson, Jacob
The Effect of the Intermediate School Program on the Reading Achievement of Sixth Grade Pupils.
Pub Date Oct 75

Note—14p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October 29-31, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Educational Mobility, Elementary Education, Elementary School Students, Ethnic Groups, Ethnic Status, Federal Programs, Followup Studies, *Grade 6, Intermediate Grades, Minority Group Children, Minority Groups, *Reading Achievement, *Reading Level, School Districts, *School Environment, Socioeconomic Status, *Transfers, Transient Children

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York (New York)

A previous study that demonstrates that fifth grade non-mobile pupils have higher reading achievement and read at or above grade norm level than comparable fifth grade mobile pupils (regardless of their ethnicity and socioeconomic status) forms the basis for this report. Here, the focus is to follow-up the non-mobile and mobile groups of the previous study who, through the procedure of national organizational change, either remain in their elementary schools (non-mobile), or are sent to an intermediate school for the sixth grade (mobile). Reading achievement scores are analyzed for four groups of pupils: non-mobile remaining in their school, non-mobile attending intermediate school, mobile remaining in their school, and mobile attending intermediate school. This is to compare reading progress between groups in terms of national norms. Data is presented for five Title I and five non-Title I districts and indicates that sixth grade pupils—both mobile and non-mobile—who remain in their elementary schools are superior in reading achievement when compared with their sixth grade counterparts who attend the intermediate schools. Also reported is that, within the Title I districts, a higher percentage of sixth grade pupils—both mobile and non-mobile—who remain in their elementary schools, are reading at or above grade norm when compared with those who attend the intermediate school. (Author/AM)

ED 120 320 UD 015 905

Carter, Launor F.

Study of the Sustaining Effects of Compensatory Education on Basic Skills. An Overview.

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—Ancillary Services, *Basic Skills, Case Studies, *Compensatory Education Programs, Cost Effectiveness, Demonstration Programs, Disadvantaged Youth, Economic Disadvantage, Economic Factors, Educational Disadvantage, Information Dissemination, Longitudinal Studies, Parent Attitudes, Parent Participation, *Policy Formation, *Program Effectiveness, *Program Evaluation, Public Policy, Resource Allocations

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The design of the study of sustaining effects is quite complex and this report consists of a

description of its five substudies. They are: (1) longitudinal study will follow a large number of students who are being exposed to a variety of compensatory programs and will determine their educational effectiveness; (2) innovative programs study will study students involved in this sample who will take the same tests as those in the longitudinal study and will collect information on programs school climate, and principal and teacher characteristics; (3) cost-effectiveness study will collect resource and cost information on the various compensatory programs for both the regular school year and for summer programs; (4) participation study will attempt to determine the correlation between economic and educational disadvantage by conducting a 15,000 household survey of parents with children in the sample focusing on the economic environment in the home, the parents' attitude towards the child's education, and the parents involvement with the school; and, (5) successful program strategies study will visit each site identified as a successful program and gather materials for a detailed description of the program for dissemination. Eight major policy questions that the major study will provide answers to are included. (Author/AM)

ED 120 321 UD 015 906

Livingston, Robert B. And Others
Probabilities of Underdevelopment of the Human Brain as a Consequence of Undernutrition in the United States.

Pub Date 2 Nov 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Child Development, *Eating Habits, Growth Patterns, Health Conditions, Human Body, Maturation, *Mental Development, *Neurological Organization, *Nutrition, Perinatal Influences, Physical Development, Pregnancy, Prenatal Influences, Socioeconomic Status, Special Health Problems

Identifiers—*California (San Diego), United States

The degree to which under nourishment exists in a local community such as San Diego, California, and in the U.S. at large, and whether it is severe enough to interfere with brain development is the focus of this report. After establishing criteria for nutrition intake that would represent unambiguous jeopardy to brain development, these criteria are applied to the two best available sources of nutritional and developmental evidence based on large and presumably representative populations in the U.S. Results indicate that, as of 1970, more than two million pregnant women, infants, and children under four years of age are under nourished to such a severe degree that the brain development of the unborn and young child is in jeopardy. Evidence is also found that indicates that nutritional intake, blood and urinary bio-chemistry, and anthropometric measures are deficient but tend to be ameliorated as family incomes rise. The presumptive outcome of such severe under nutrition may be the introduction into the U.S. school systems and ultimately into adult society between one-third and one-half million youngsters annually who may be lastingly or permanently handicapped in relation to functions that depend upon brain structure and organization. The criteria used for predicting jeopardy to brain development deliberately selected to be conservative should be reconsidered. (Author/AM)

ED 120 322 UD 015 907

Lucas, Robert E.

Lincoln Heights - Princeton Merger - Five Years Later.

Ohio State Dept. of Education, Columbus. Office of Equal Educational Opportunity.

Pub Date Feb 76

Note—10p.

Journal Cit—Mini Journal; v7 n2 p2-9 Feb 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
Descriptors—*Bisexual Schools, Bus Transportation, Centralization, Economically Disadvantaged, Educationally Disadvantaged, Elementary Secondary Education, *Integration Effects, Integration Litigation, Integration Methods, *Mergers, Minority Groups, Organizational Change, Racial Integration, School Districts, *School Integration, Social Integration, Student Mobility, *Success Factors, Transfer Students

Identifiers—*Ohio (Princeton)

Despite the problems and issues that arise from the merger (such as racial prejudice, polarization of blacks and whites, frustration, isolation, busing, and the maintenance of discipline), the merger results in a better school system, a stronger faculty and administration, and more dedicated and better informed citizenry. Several important goals are established in the very beginning of the merger: that students are to be protected; the quality of education in the Princeton schools is not to be lowered because of the merger; the cost of educating the students following the merger is not to be too expensive; white flight is to be prevented; there will be no excessive transportation of students; and, staff and students are to be integrated to the greatest extent possible on a planned controlled basis. How these goals are met, and how they remain to be met is noted. Various reasons are given for the merger's success such as abundant financial resources, little outside interference, the existence of a busing program prior to the merger, and community support. The prime key to success is a Board of Education that is solidly committed to the principle of desegregation and eventual integration of the school system. (Author/AM)

ED 120 323 UD 015 908

Hope, John, III, Ed.

A Long Day's Journey Into Light: School Desegregation in Prince George's County.

Commission on Civil Rights, Washington, D.C.

Pub Date Mar 76

Note—465p.; Clearinghouse Publication 52

EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage
Descriptors—Agency Role, *Board of Education Policy, Board of Education Role, Bus Transportation, Community Involvement, Economically Disadvantaged, Educationally Disadvantaged, Elementary Secondary Education, *Failure Factors, Integration Effects, Integration Litigation, Integration Methods, Minority Groups, Race Relations, Racial Integration, *School Integration, Social Integration, *Success Factors

Identifiers—Department of Health Education and Welfare, DHEW, *Maryland (Prince Georges County)

The history of school desegregation in Prince George's County from 1953-1973 is documented in this report, presenting a detailed chronology and analysis of the forces and figures that affect realization of children's constitutional rights. Chapters include: an overview of Prince George's County, a racial profile of the schools 1953-64, HEW's involvement 1965-1972, the desegregation issue goes to court, and action/reaction following the approved desegregation plan and its future implementation. Although the court ordered desegregation plan requires busing for only 13,000 more students than in the previous year, it is met with intense outcries by citizens who charge the court with unreasonably and arbitrary actions that allow no time for adjustment. Yet the historical review indicates that far from being inflexible, the court is ending the dilatory tactics that has characterized county response to the original Brown decision. The Board of Education is also found guilty of using its power and authority to maintain and expand a segregated system of education. Failures in the Department of HEW and its Civil Rights office to enforce the law are noted. The setbacks occasioned by these agencies can be set aside in considering the strengths of individuals and diverse groups as they respond to the overall community needs. The resources of the people themselves are seen as the triumph that this county experiences. (Author/AM)

ED 120 324 UD 015 909

Mack, Faite R-P. Littell, Karen

Rainbow People's Calendar: A Library Resource.

Grand Valley State Colleges, Allendale, Mich.

Multi-Ethnic Teacher Inservice Inst.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunity Program Operations.

Note—367p.; Not available in hard copy due to nonreproducibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Anglo Americans, Asian Americans, *Childrens Literature, Cultural Background, Educational Resources, *Ethnic Groups, Females, *Library Materials, Mexican Americans, *Minority Groups, Read-

ing Materials, *Resource Materials, Spanish Americans.

Intended for educators and parents who want to make their children aware of the contributions of all ethnic groups, this calendar has each day of the year showing an important contribution which has been made by significant members of American society that includes blacks, whites, American Indians, Chicanos, Asian Americans, and women. The age of the child who can benefit from this calendar is unlimited and restricted only by the person who relays the information to him. The calendar combines narrative with original graphics. This document is a project of the Grand Valley State College's Multi-Ethnic Teacher In-service Institute Programs, which seeks to assist local school districts in providing additional skills for teachers in desegregated school situations. (Author/AM)

ED 120 325 UD 015 911

Kazen, David Pavlish, Alfred

The Views of Pontiac School Principals on the Process of Desegregation.

Pontiac City School District, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Aug 72

Note—25p.; Best copy available

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—*Administrator Attitudes, Economically Disadvantaged, Educationally Disadvantaged, *Integration Effects, Integration Readiness, Minority Group Children, Opinions, *Principals, Question Answer Interviews, Racial Attitudes, *Racial Integration, *School Integration, Social Attitudes, Social Integration, Socially Disadvantaged

Identifiers—Michigan (Pontiac)

This study examines the attitudes and opinions of Pontiac, Michigan school administrators after their schools have undergone approximately nine months of court ordered desegregation. Specifically, it investigates from the school principal's point of view the effects of desegregation upon total school operation, the general attitudes of principals toward the desegregation plan, the role of the administrator in the desegregated school setting, and the documentation of any information offered which might prove helpful to administrators in a similar situation. Structured personal interview data indicate that, of the 48 principals interviewed, 41 or 85 percent remain or became positive about the desegregation plan after the first year. Seventy-seven percent believe that over time desegregation of schools will be beneficial for children in Pontiac. In looking back, principals note that they and their staffs were unprepared to meet the challenge of desegregation. The lack of sufficient training and experience, adequate time to plan, and a good understanding of black culture are cited most frequently as serious handicaps to desegregation. A need for pre-service or in-service training for faculty and staff is noted. In comparing the 1971-72 school year to the previous one, student attendance and participation at extra-curricular activities in parental involvement at school functions shows a decline. (Author/AM)

ED 120 326 UD 015 912

School Staff Attitudes and Job Satisfaction.

Pontiac City School District, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—27p.; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bus Transportation, Curriculum Planning, Educational Attitudes, Ethnic Groups, *Instructional Staff, *Job Satisfaction, Minority Groups, Minority Group Teachers, Race Relations, Racial Attitudes, School Attitudes, *School Integration, School Personnel, Social Attitudes, *Teacher Attitudes, Teacher Evaluation, Teacher Influence, Teacher Responsibility, Teacher Role, Work Attitudes

Identifiers—Michigan (Pontiac)

Pontiac schools were desegregated prior to the 1971-72 school year. Annual attitude surveys have been conducted to assess the impact of desegregation on parents, students, and staff. Teacher attitudes reported here are based on the 1974 survey. Although some mention is made of possible trends in attitudes over the three-year period, differences in procedure in 1974 preclude a direct comparison to the teacher data obtained

in previous years. While the sample of respondents can be considered as representative, it is held that caution should be exercised in interpreting data for ethnic sub-groups. The data are presented according to the following areas: support of busing for desegregation, educational impact of busing, multi-ethnic curriculum, race relations, staff influence in decision making, staff satisfaction with school conditions, in-service training, staff goals for students, and teacher morale and job satisfaction. One of the conclusions drawn from the study is the finding that teachers seem fairly well satisfied with their school experience. There are some areas of disappointment and differing viewpoints especially between black and white staff members. Staff support for the busing plan is far higher than parent support and most teachers state that the plan is working in their buildings. In conclusion, teachers appear to be more confident of their ability to teach in integrated settings now. (Author/AM)

ED 120 327 UD 015 913

Attitudes of Pontiac Secondary School Students:

The Second Year of Desegregated Education.

Pontiac City School District, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 12 Oct 73

Note—122p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Attitude Tests, Bus Transportation, Disadvantaged Youth, *Educational Attitudes, Ethnic Groups, Individual Power, Minority Groups, Political Attitudes, Race Relations, Racial Attitudes, School Attitudes, *School Integration, Secondary Education, Secondary School Students, Self Concept, *Social Attitudes, *Student Attitudes

Identifiers—Michigan (Pontiac)

Pontiac schools were desegregated prior to the 1971-72 school year. Annual attitude surveys have been conducted to assess the impact of desegregation on parents, students, and staff. This report presents data on the attitudes and opinions of secondary school students concerning desegregation, school structure and climate, and interpersonal relationships with peers, adult personnel and peers of other races. The report also compares its results with those obtained on selected similar items in the 1971-72 secondary school survey, and also samples student opinions on some general social and educational issues. Where possible these results are compared with national or other district student samples such as the Coleman Report and the U.S. Civil Rights Commission Report. Findings are presented according to the following areas: education attitudes, civil rights attitudes, perceptions of self determination, some general social questions, school related attitudes and issues, attitudes toward integrated education, and approval or disapproval of the busing plan. Generally, students attitudes toward education are very similar. Although all students reject the notion that skin color and intelligence are related there are wide ethnic differences in students' acceptance of basic civil rights tenets. Pontiac students are less likely to think of education as a means of a happier life, but view it in a utilitarian fashion. They also advocate a strong role for the government in direct assistance to those in trouble. (Author/AM)

ED 120 328 UD 015 914

Secondary Student Attitudes and Satisfaction With School.

Pontiac City School District, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—95p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Bus Transportation, Disadvantaged Youth, Educational Attitudes, Ethnic Groups, Individual Power, Minority Groups, *Participant Satisfaction, *Performance Factors, Political Attitudes, Race Relations, Racial Attitudes, School Attitudes, School Integration, Secondary Education, *Secondary School Students, Self Concept, Social Attitudes, *Student Attitudes

Identifiers—Michigan (Pontiac)

Measures of student satisfaction and other variables which are related to student reaction to their school are built into the design of this study, which hypothesizes that satisfaction will represent

the students' global response to the learning environment, and that in turn, this global response will be related to certain performance characteristics. This report represents the first stage in the isolation of factors that influence satisfaction and presents a description of the indicator of student satisfaction with a listing and a brief description of the relationship between satisfaction and a set of selected variables from the survey. In general, secondary students appear to be satisfied with the structure and personnel of their schools. However, student participation in school is limited to classroom activities and students are generally powerless to change important aspects of the schools. In the area of race relations and busing, students do not perceive racial discrimination in their schools and are supportive of school and neighborhood integration. In conclusion, secondary students appear to be happy with their situation and identify areas where there should be improvement. The appendix summarizes the correlations of the various items with the measure of school satisfaction and presents a racial breakdown. (Author/AM)

ED 120 329 UD 015 915

Panel Study of Attitudes: Grade 3 to Grade 4 and Grade 6 to Grade 7.

Pontiac City School District, Mich.

Pub Date 25 Aug 75

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Attitude Tests, *Changing Attitudes, Class Organization, Cluster Analysis, Elementary Secondary Education, *Factor Analysis, Grade 3, Grade 4, Grade 6, Grade 7, Mathematics, Negative Attitudes, Racial Attitudes, Racial Factors, Reading, School Attitudes, Self Concept, Sex Differences, *Student Attitudes, Surveys

Identifiers—Michigan (Pontiac)

In two succeeding years, 1974 and 1975, the same attitude questionnaire is given to students in succeeding grades to determine attitude change as they move from third to fourth grade or from sixth to seventh grade. Rather than reporting on each of thirty-five attitude items separately, a statistical technique is applied to select the most significant clusters of attitudes at each grade level. These factors are reported as single scores for each student, reflecting the number of items which are answered in a manner indicating positive attitude. Change in student attitudes between grades is reported by looking at the difference between the attitude score in the later grade and the score in the earlier grade. The effects of race, sex, and building assignment, as well as the effect of class room organization (not only for third and fourth grade group) are reported for each factor. Results indicate that, among early elementary students, attitudes toward school are the strongest factor in student attitudes. At the elementary level, attitudes toward math emerge as the strongest cluster of student attitudes, with racial attitudes and attitudes toward reading and toward school following. An important conclusion is that building assignment plays a role in how students feel about themselves, other students, their school life, and school work. (Author/AM)

ED 120 330 UD 015 916

Teacher Attitudes in the Pontiac Michigan School District Toward the Public Schools and Desegregation by Busing, Wave IV.

Market Opinion Research Co., Detroit, Mich.

Spons Agency—Pontiac City School District, Mich.

Report No.—R-5802

Pub Date Jun 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—*Bus Transportation, Educational Attitudes, Elementary Secondary Education, *Public Schools, Racial Attitudes, Racial Differences, Racial Integration, School Attitudes, *School Integration, Sex Differences, Surveys, *Teacher Attitudes, Teacher Background, Teacher Characteristics

Identifiers—Michigan (Pontiac)

Part of a series of parent and teacher surveys, this portion of the 1975 survey provides information on the attitudes of teachers of elementary and secondary grades toward the desegregation plan and their perceptions of some of the effects that the plan has had upon children in the Pontiac schools; and information on the attitudes of the teachers towards administrators and their

relations with them, as well as background materials on the teachers themselves. Results indicate that teachers interviewed perceive the Pontiac schools today are better than they were five years ago, and they expect them to be better still five years from now. While the teachers interviewed favor the desegregation plan presently in effect, black teachers are significantly more in favor of the plan than white teachers. Generally, the teachers feel that their teaching activities are the most important, while perceiving that their administrators think that maintaining order and taking care of administrative and non-classroom activities are more important. Despite these differences most of the teachers are involved in the policy-making that goes on in their schools. Teachers are also generally positive about the effect they think the schools can have in motivating students to learn. This optimism is significantly higher among black teachers than white, and higher among women than men. (Author/AM)

ED 120 331 UD 015 917
Parent Attitudes in the Pontiac Michigan School District Toward the Public Schools and Desegregation by Busing. Wave IV.
 Market Opinion Research Co., Detroit, Mich.
 Spons Agency—Pontiac City School District, Mich.
 Report No.—R-5802
 Pub Date Jun 75
 Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—Bus Transportation, *Changing Attitudes, Educational Attitudes, *Parent Attitudes, Public Schools, *Racial Attitudes, Racial Differences, Racial Integration, *School Attitudes, *School Integration, Social Attitudes, Surveys, Trend Analysis
 Identifiers—*Michigan (Pontiac)

June 1975 marks the end of the fourth year of court-ordered busing for desegregation of the Pontiac Public schools. At the end of each year of busing, a survey of parents of students in the affected grades is conducted with the purpose of assessing parental attitudes about the busing plan, their perceptions of their children's education, and for measuring the conduct with the schools. This study presents trend data for comparisons across four years, and because it is a re-contact survey, it also looks at changing attitudes of individual parents between the school years 1973-74 and 1974-75. Additionally, this study poses some new questions to parents which are not asked in previous studies. Major findings include the following: Parent support of and opposition to busing has remained very stable over the entire four years with a great difference between white and black parents. White parents think the schools were better for children five years ago than they are today, while black parents think they are better now. Parents of both races think the schools will be better five years hence than they are now. There is positive satisfaction among both white and black parents with overall education offered by the schools with quality of teaching and ability of teachers to work with students of all races. (Author/AM)

ED 120 332 UD 015 918
Wilhelm, Sidney M.
The Race and Racism of the I.Q. Argument.
 Pub Date Aug 75
 Note—16p.; Paper presented at the American Sociological Association annual meeting (San Francisco, California, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Cultural Differences, Economic Factors, Genetics, Intelligence Differences, Intelligence Factors, *Intelligence Quotient, *Nature Nurture Controversy, *Negro Achievement, Negroes, Racial Differences, *Racial Discrimination, Racial Factors, *Racism

A brief historical resume outlining the relationship between economics, racism, and intellectual justification for racism begins this paper, which notes that the I.Q. argument is a racist ideology in exactly the same way that Christianity, Darwinism, and Equality have been systems of justifications for America's racism. It fits the definition of racism—the formulation of criteria with an impact upon color so that the detrimental outcome is assured in spite of what the person who is being judged might do. A black cannot win under the I.Q. argument for he is not endowed with that innate genetic ability called "intelligence". The genetic interpretation is racist in other ways, in

that the subject matter selected for investigation is racist. Furthermore, a racist underpinning of the approach is found not only in the view but also within the responses to what is being purported as scientific research. The I.Q. argument is also racist because the black is held accountable for failure. I.Q. theories and their instant popularity arrive at a strategic moment in time when fantastically new technology makes labor and mind so dispensable that reliance upon people is no longer essential. The advocates of I.Q. inferiority offer a perfect rationale for whites to dismiss the technologically disposable blacks who are deemed lacking in sufficient intelligence. The technological transformation and its significance for black people become a matter of survival when the connection between biology and intelligence as they relate to genocide is considered. (Author/AM)

ED 120 333 32 UD 015 919
Evaluation Report Title I, ESEA...North Carolina Annual Evaluation Report, Fiscal Year 1975.
 North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.
 Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.
 Pub Date Dec 75

Note—111p.; Occasional light print
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage
 Descriptors—Academic Achievement, *Annual Reports, Community Involvement, Consultants, *Elementary Secondary Education, Nonpublic School Aid, Parent Participation, *Program Administration, *Program Evaluation, Staff Improvement, Staff Utilization, State Departments of Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *North Carolina

This annual evaluation report for Fiscal Year 1975 of North Carolina Title I, Elementary Secondary Education Act programs is organized into nine sections. These sections focus on, respectively: basic state statistics, state education agency Title I visits to local education agencies, changes in state educational agency Title I procedures, effects upon educational achievement, effects on educational practices, coordination of programs for the disadvantaged, Title I in nonpublic schools, staff development, and community and parent involvement. Four appendices are included, describing the following topics: annual evaluation report (Local Educational Agency Report format), program statistics report—regular term; program statistics report—summer term, and yearly plan, division of compensatory education. (JM)

ED 120 334 32 UD 015 920
Hellman, Mark And Others
ESEA Title I Evaluation Report, 1974-75 [Charlotte-Mecklenburg Schools].
 Charlotte-Mecklenburg Board of Education, Charlotte, N.C.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.
 Pub Date 75

Note—86p.; Occasional light print
EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage
 Descriptors—Achievement Gains, *Annual Reports, *Elementary Secondary Education, Kindergarten, Measurement Techniques, Program Administration, Program Coordination, Program Costs, *Program Evaluation, Remedial Mathematics, Remedial Reading, Summer Programs

Identifiers—Charlotte Mecklenburg Schools, Elementary Secondary Education Act Title I, ESEA Title I

The 1974-75 Elementary Secondary Education Act Title I program in Charlotte-Mecklenburg included a kindergarten program with five support service components: two reading programs, two math programs, and a media production center. The greatest impact of the Title I program in reducing educational deprivation was in mathematical computation. Students in the Part A and Carry-over math lab programs gained averages of two-and-a-half to nearly five months for each month of lab participation. Progress is understandably slower in reading comprehension, a skill which requires several high order processes. Students at some grade levels averaged a month's gain in reading comprehension for each month in the lab but at other grades fell short of that mark.

An individually administered word reading test was given to students at the beginning and end of the program. Both Grade 2 and 3 students gained more than a month for each month for each month in the lab. In sum, the reading lab program is making moderate progress in improving reading comprehension skills and might be making greater progress in other reading skill areas. The more complete testing to be conducted in 1975-76 will reveal this. The kindergarten program appears to have made more impact on educational deprivation in the language area than other areas in 1974-75. The Title I programs at the four non-public schools in the project were developed by the staffs of each school. (Author/JM)

ED 120 335 32 UD 015 921

Estes, Gary D. And Others
ESEA Title I Program Evaluation [Phoenix Union High School System, Arizona].

Phoenix Union High School District, Ariz.
 Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Pub Date 30 Jun 75

Note—205p.; For addendum to this report, see UD 015922; Some parts may not reproduce clearly due to marginal print quality of original

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage
 Descriptors—*Annual Reports, Continuing Education Centers, Educational Assessment, English Programs, *High School Students, Parent Participation, Personnel Data, Program Costs, *Program Evaluation, Remedial Mathematics, Remedial Reading, *Writing Skills

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Phoenix Union High School System

In accordance with the intent of compensatory educational programs supported by Elementary Secondary Education Act Title I funds, the Phoenix Union High School System has implemented supplementary programs during the 1974-75 school year at four of the District's 11 high schools: Carl Hayden, North, Phoenix Union, and South Mountain, and at the continuing Education Center for dropouts and potential dropouts. St. Mary's High School, a private high school, also participated in the Title I program. A primary thrust of the Title I project at the four District High Schools was a clinical reading program designed to alleviate reading deficiencies of target students as indicated by scores on the Iowa Tests of Basic Skills. Carl Hayden and North High Schools also had supplementary compensatory programs in English/Writing and Mathematics. The Iowa Tests of Basic Skills and writing samples were used in evaluating the English/Writing programs. The Shaw-Hiehle: Individualized Computational Skills Test was used in the Mathematics programs. The Continuing Education Center used the same instruments for Reading, English and Mathematics, whereas the Comprehensive Tests of Basic Skills-Science and Social Studies—were used to evaluate progress in science and social studies programs. The total number of students served during the course of these programs was 3,171. (Author/JM)

ED 120 336 32 UD 015 922

Estes, Gary D.
Addendum to ESEA Title I Program Evaluation [Phoenix Union High School System, Arizona].

Phoenix Union High School District, Ariz.
 Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Pub Date Sep 75

Note—19p.; For main evaluation report, see UD 015921

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage
 Descriptors—Comparative Analysis, *Descriptive Writing, Direction Writing, English Programs, Evaluation Methods, Expository Writing, High Schools, *High School Students, *Program Evaluation, School Role, Secondary Education, *Writing Skills

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Phoenix Union High School System

An Elementary Secondary Education Act Title I English/Writing project was continued at two Phoenix Union high schools, Carl Hayden and North High Schools, in 1974-75. Although the objectives and instructional method (individualized, diagnostic, prescriptive approach) were the

same at the two schools, the entry level skills and abilities of the students, as well as the instructional materials and procedures, were different. The past year, 1974-1975, was the first complete year for the Title I English/Writing Programs in the Phoenix Union High School System (Hss). This report presents the results of the English/Writing program on students' writing profi-

ciencies. Two samples of students' writing were collected at the beginning of the course and again at the end of the course. The samples included unstructured personal writing and structured order letter writing. Random samples for rating by an independent rater were chosen from those students with a complete set of pre and post writing samples. It is concluded that students who

were enrolled in Title I and Phoenix Union High School System English/Writing classes improved their personal and order letter writing skills. Compared to students in Phoenix Union High School System classes, students in Title I classes made greater gains in personal writing skills and similar gains in order letter writing skills. (Author/JM)

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PS — Early Childhood Education
RC — Rural Education and Small Schools
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SP — Teacher Education
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CE006461	ED118901	CE006583	ED118999	CG010405	ED119096
CE006462	ED118902	CE006584	ED119000	CG010406	ED119097
CE006463	ED118903	CE006585	ED119001	CG010407	ED119098
CE006464	ED118904	CE006588	ED119002	CG010408	ED119099
CE006465	ED118905	CE006589	ED119003	CG010410	ED119100//
CE006466	ED118906	CE006591	ED119004//	CG010411	ED119101
CE006467	ED118907	CE006592	ED119005//	CG010488	ED119102
CE006468	ED118908	CE006593	ED119006//		
CE006469	ED118909	CE006594	ED119007	CS002395	ED119103
CE006470	ED118910	CE006599	ED119008	CS002406	ED119104
CE006471	ED118911	CE006600	ED119009	CS002408	ED119105
CE006472	ED118912	CE006601	ED119010	CS002410	ED119106
CE006477	ED118913	CE006602	ED119011	CS002411	ED119107//
CE006478	ED118914	CE006603	ED119012	CS002412	ED119108//
CE006479	ED118915	CE006605	ED119013	CS002413	ED119109//
CE006480	ED118916	CE006612	ED119014	CS002415	ED119110//
CE006481	ED118917	CE006614	ED119015	CS002416	ED119111
CE006482	ED118918	CE006615	ED119016	CS002417	ED119112
CE006483	ED118919	CE006618	ED119017	CS002418	ED119113
CE006484	ED118920	CE006619	ED119018	CS002419	ED119114
CE006485	ED118921	CE006620	ED119019	CS002420	ED119115
CE006486	ED118922	CE006621	ED119020	CS002421	ED119116//
CE006487	ED118923	CE006623	ED119021	CS002422	ED119117//
CE006488	ED118924	CE006641	ED119022//	CS002423	ED119118//
CE006489	ED118925	CE006679	ED119023	CS002424	ED119119//
CE006490	ED118926	CE006680	ED119024	CS002425	ED119120//
CE006491	ED118927	CE006682	ED119025	CS002426	ED119121
CE006492	ED118928	CE006753	ED119026	CS002427	ED119122
CE006493	ED118929	CE006770	ED119027	CS002428	ED119123
CE006494	ED118930			CS002429	ED119124//
CE006496	ED118931	CG000544	ED119028	CS002431	ED119125
CE006497	ED118932	CG000545	ED119029	CS002432	ED119126//
CE006498	ED118933	CG0008398	ED119030	CS002433	ED119127//
CE006499	ED118934	CG0008401	ED119031	CS002434	ED119128//
CE006503	ED118935	CG0008404	ED119032	CS002435	ED119129//
CE006504	ED118936	CG0008411	ED119033	CS002436	ED119130//
CE006505	ED118937	CG0008413	ED119034	CS002437	ED119131
CE006506	ED118938	CG0008417	ED119035	CS002439	ED119132
CE006507	ED118939	CG0008419	ED119036	CS002440	ED119133
CE006508	ED118940	CG0008425	ED119037	CS002441	ED119134
CE006509	ED118941	CG0008429	ED119038	CS002442	ED119135
CE006510	ED118942	CG0008486	ED119039	CS002443	ED119136
CE006511	ED118943	CG010345	ED119040	CS002444	ED119137
CE006513	ED118944	CG010346	ED119041	CS002446	ED119138//
CE006514	ED118945	CG010347	ED119042	CS002447	ED119139//
CE006516	ED118946	CG010348	ED119043	CS002449	ED119140
CE006517	ED118947	CG010349	ED119044	CS002450	ED119141
CE006518	ED118948	CG010351	ED119045	CS002451	ED119142
CE006519	ED118949	CG010352	ED119046	CS002452	ED119143
CE006520	ED118950	CG010353	ED119047	CS002453	ED119144
CE006521	ED118951	CG010354	ED119048	CS002454	ED119145
CE006522	ED118952	CG010355	ED119049	CS002455	ED119146
CE006523	ED118953	CG010356	ED119050	CS002456	ED119147//
CE006525	ED118954	CG010357	ED119051	CS002457	ED119148
CE006526	ED118955	CG010358	ED119052	CS002458	ED119149
CE006527	ED118956	CG010359	ED119053	CS002459	ED119150//
CE006529	ED118957	CG010360	ED119054	CS002460	ED119151
CE006530	ED118958	CG010361	ED119055	CS002461	ED119152//
CE006531	ED118959	CG010362	ED119056	CS002462	ED119153
CE006532	ED118960	CG010363	ED119057	CS002463	ED119154
CE006534	ED118961	CG010364	ED119058	CS002466	ED119155//
CE006535	ED118962	CG010365	ED119059	CS002467	ED119156//
CE006536	ED118963	CG010366	ED119060	CS002468	ED119157//
CE006538	ED118964	CG010367	ED119061	CS002469	ED119158//
CE006543	ED118965	CG010368	ED119062	CS002470	ED119159//
CE006544	ED118966	CG010369	ED119063	CS002471	ED119160//
CE006545	ED118967	CG010370	ED119064	CS002472	ED119161//
CE006546	ED118968	CG010371	ED119065	CS002474	ED119162//
CE006548	ED118969	CG010372	ED119066	CS002475	ED119163//
CE006549	ED118970	CG010374	ED119067	CS002476	ED119164//
CE006550	ED118971	CG010376	ED119068	CS002478	ED119165//
CE006551	ED118972	CG010377	ED119069	CS002479	ED119166//
CE006552	ED118973	CG010379	ED119070	CS002480	ED119167//
CE006555	ED118974//	CG010380	ED119071	CS002481	ED119168//
CE006556	ED118975//	CG010381	ED119072	CS002482	ED119169//
CE006557	ED118976//	CG010382	ED119073	CS002483	ED119170//
CE006558	ED118977//	CG010383	ED119074	CS002484	ED119171//
CE006559	ED118978//	CG010384	ED119075	CS002485	ED119172//
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CE006563	ED118980	CG010386	ED119077	CS002488	ED119174//
CE006564	ED118981//	CG010387	ED119078	CS002489	ED119175//
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CE006566	ED118983//	CG010389	ED119080	CS002492	ED119177
CE006567	ED118984//	CG010390	ED119081	CS002493	ED119178
CE006568	ED118985	CG010391	ED119082	CS002494	ED119179
CE006569	ED118986	CG010392	ED119083	CS002496	ED119180
CE006570	ED118987	CG010393	ED119084	CS202401	ED119181
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CE006572	ED118989	CG010395	ED119086	CS202509	ED119183
CE006573	ED118990	CG010396	ED119087	CS202510	ED119184//
CE006574	ED118991	CG010397	ED119088	CS202511	ED119185//
CE006575	ED118992	CG010398	ED119089	CS202512	ED119186//
CE006576	ED118993	CG010399	ED119090//	CS202513	ED119187//
CE006577	ED118994	CG010400	ED119091	CS202514	ED119188

CS202515	ED119189//	EA007899	ED119286	EA008038	ED119384
CS202516	ED119190	EA007901	ED119287	EA008041	ED119385
CS202517	ED119191	EA007905	ED119288	EA008043	ED119386
CS202518	ED119192	EA007906	ED119289	EA008045	ED119387
CS202520	ED119193//	EA007908	ED119290	EA008046	ED119388
CS202521	ED119194//	EA007911	ED119291	EA008047	ED119389
CS202525	ED119195	EA007912	ED119292	EA008049	ED119390
CS202526	ED119196	EA007913	ED119293	EA008050	ED119391
CS202527	ED119197	EA007915	ED119294	EA008051	ED119392
CS202528	ED119198	EA007916	ED119295	EA008053	ED119393
CS202529	ED119199	EA007917	ED119296	EA008054	ED119394
CS202530	ED119200//	EA007918	ED119297	EA008068	ED119395
CS202531	ED119201//	EA007920	ED119298	EC080262	ED119396
CS202532	ED119202//	EA007924	ED119299	EC080263	ED119397
CS202533	ED119203//	EA007925	ED119300	EC080601	ED119398
CS202534	ED119204//	EA007926	ED119301	EC081389	ED119399
CS202535	ED119205	EA007929	ED119302	EC081450	ED119400
CS202536	ED119206	EA007931	ED119303	EC081474	ED119401
CS202537	ED119207	EA007932	ED119304	EC081475	ED119402
CS202538	ED119208//	EA007936	ED119305	EC081476	ED119403
CS202539	ED119209	EA007938	ED119306	EC081477	ED119404
CS202541	ED119210//	EA007939	ED119307	EC081478	ED119405
CS202542	ED119211	EA007942	ED119308	EC081479	ED119406
CS202543	ED119212//	EA007943	ED119309	EC081480	ED119407
CS202544	ED119213	EA007945	ED119310	EC081481	ED119408
CS202545	ED119214	EA007946	ED119311	EC081482	ED119409
CS202546	ED119215	EA007948	ED119312	EC081483	ED119410
CS202547	ED119216	EA007949	ED119313	EC081485	ED119411
CS202549	ED119217//	EA007950	ED119314//	EC081486	ED119412
CS202550	ED119218//	EA007951	ED119315	EC081487	ED119413
CS202551	ED119219//	EA007952	ED119316	EC081488	ED119414
CS202552	ED119220//	EA007953	ED119317	EC081489	ED119415
CS202553	ED119221//	EA007954	ED119318	EC081530	ED119416
CS202554	ED119222//	EA007955	ED119319//	EC081531	ED119417
CS202555	ED119223//	EA007956	ED119320	EC081548	ED119418
CS202556	ED119224//	EA007957	ED119321	EC081549	ED119419
CS202557	ED119225//	EA007958	ED119322	EC081550	ED119420
CS202558	ED119226//	EA007959	ED119323	EC081551	ED119421
CS202559	ED119227//	EA007960	ED119324	EC081552	ED119422
CS202560	ED119228//	EA007961	ED119325//	EC081553	ED119423
CS202561	ED119229//	EA007962	ED119326//	EC081554	ED119424
CS202562	ED119230//	EA007963	ED119327//	EC081555	ED119425
CS202563	ED119231	EA007964	ED119328	EC081556	ED119426
CS202564	ED119232	EA007965	ED119329	EC081557	ED119427
CS202565	ED119233	EA007966	ED119330	EC081558	ED119428
CS202566	ED119234	EA007967	ED119331	EC081559	ED119429
CS202567	ED119235	EA007968	ED119332	EC081560	ED119430
CS202568	ED119236	EA007969	ED119333	EC081561	ED119431
CS202569	ED119237	EA007970	ED119334	EC081562	ED119432
CS202570	ED119238	EA007971	ED119335	EC081563	ED119433
CS202571	ED119239	EA007973	ED119336	EC081636	ED119434
CS202572	ED119240	EA007974	ED119337	EC081660	ED119435
CS202577	ED119241//	EA007975	ED119338	EC081661	ED119436
CS202578	ED119242//	EA007976	ED119339//	EC081662	ED119437
CS202580	ED119243	EA007977	ED119340	EC081668	ED119438//
CS202581	ED119244	EA007978	ED119341	EC081677	ED119439//
CS501171	ED119245	EA007979	ED119342	EC081692	ED119440
CS501218	ED119246	EA007980	ED119343//	EC081693	ED119441
CS501227	ED119247	EA007983	ED119344	EC081694	ED119442
CS501228	ED119248	EA007984	ED119345	EC081695	ED119443
CS501229	ED119249	EA007985	ED119346	EC081696	ED119444
CS501230	ED119250	EA007986	ED119347	EC081697	ED119445
CS501236	ED119251//	EA007987	ED119348	EC081698	ED119446
CS501237	ED119252//	EA007988	ED119349	EC081699	ED119447
CS501239	ED119253	EA007989	ED119350	EC081700	ED119448//
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CS501241	ED119255	EA007991	ED119352	EC081702	ED119450
CS501243	ED119256//	EA007992	ED119353	EC081703	ED119451
CS501244	ED119257	EA007993	ED119354	EC081704	ED119452
CS501245	ED119258	EA007994	ED119355	EC082478	ED119453
CS501246	ED119259//	EA007995	ED119356	EC082492	ED119454
CS501247	ED119260	EA007996	ED119357	FL004634	ED119455
CS501248	ED119261	EA007998	ED119358	FL004790	ED119456
CS501249	ED119262//	EA007999	ED119359	FL005384	ED119457
CS501251	ED119263	EA008000	ED119360	FL007087	ED119458
CS501252	ED119264	EA008001	ED119361	FL007132	ED119459
CS501253	ED119265	EA008002	ED119362	FL007185	ED119460
CS501254	ED119266	EA008003	ED119363	FL007279	ED119461
CS501255	ED119267	EA008004	ED119364	FL007285	ED119462
CS501256	ED119268	EA008005	ED119365	FL007286	ED119463
CS501257	ED119269	EA008006	ED119366	FL007310	ED119464
CS501258	ED119270	EA008007	ED119367	FL007316	ED119465
CS501259	ED119271	EA008008	ED119368	FL007333	ED119466
CS501260	ED119272	EA008009	ED119369	FL007339	ED119467
CS501261	ED119273	EA008010	ED119370	FL007340	ED119468
CS501262	ED119274	EA008011	ED119371//	FL007352	ED119469
CS501263	ED119275	EA008012	ED119372	FL007376	ED119470
CS501264	ED119276	EA008013	ED119373//	FL007384	ED119471
CS501265	ED119277	EA008014	ED119374	FL007388	ED119472
CS501266	ED119278	EA008015	ED119375	FL007403	ED119473
CS501267	ED119279	EA008016	ED119376	FL007406	ED119474
CS501268	ED119280	EA008017	ED119377	FL007410	ED119475
CS501269	ED119281	EA008018	ED119378	FL007419	ED119476
CS501270	ED119282	EA008019	ED119379	FL007434	ED119477
		EA008020	ED119380	FL007435	ED119478
EA007572	ED119283	EA008021	ED119381	FL007438	ED119479
EA007892	ED119284	EA008036	ED119382		
EA007898	ED119285	EA008037	ED119383		

FL007439	ED119480	HE007316	ED119577	IR003137	ED119674
FL007440	ED119481	HE007318	ED119578	IR003138	ED119675
FL007441	ED119482	HE007319	ED119579	IR003139	ED119676
FL007442	ED119483	HE007321	ED119580	IR003140	ED119677//
FL007443	ED119484	HE007322	ED119581	IR003141	ED119678//
FL007444	ED119485	HE007323	ED119582	IR003142	ED119679
FL007445	ED119486	HE007324	ED119583	IR003144	ED119680
FL007454	ED119487	HE007325	ED119584	IR003145	ED119681//
FL007456	ED119488	HE007326	ED119585	IR003146	ED119682
FL007459	ED119489	HE007327	ED119586	IR003147	ED119683
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FL007461	ED119491	HE007329	ED119588	IR003151	ED119685
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FL007465	ED119493	HE007331	ED119590	IR003153	ED119687
FL007466	ED119494	HE007332	ED119591	IR003154	ED119688//
FL007472	ED119495	HE007333	ED119592	IR003155	ED119689
FL007473	ED119496	HE007334	ED119593	IR003156	ED119690
FL007486	ED119497	HE007335	ED119594	IR003159	ED119691
FL007491	ED119498	HE007336	ED119595	IR003160	ED119692
FL007492	ED119499	HE007337	ED119596	IR003161	ED119693
FL007493	ED119500	HE007338	ED119597	IR003162	ED119694
FL007494	ED119501	HE007339	ED119598	IR003163	ED119695
FL007495	ED119502	HE007340	ED119599	IR003164	ED119696
FL007497	ED119503	HE007562	ED119600	IR003165	ED119697
FL007498	ED119504	HE007607	ED119601	IR003166	ED119698
FL007499	ED119505	HE007614	ED119602	IR003167	ED119699
FL007501	ED119506	HE007683	ED119603	IR003168	ED119700
FL007502	ED119507	HE007685	ED119604	IR003169	ED119701
FL007503	ED119508			IR003170	ED119702
FL007507	ED119509	IR002744	ED119605	IR003171	ED119703
FL007508	ED119510	IR002831	ED119606	IR003172	ED119704
FL007509	ED119511	IR003047	ED119607//	IR003173	ED119705
FL007510	ED119512	IR003051	ED119608//	IR003174	ED119706//
FL007511	ED119513	IR003052	ED119609//	IR003175	ED119707//
FL007512	ED119514	IR003059	ED119610	IR003176	ED119708//
FL007513	ED119515	IR003061	ED119611	IR003179	ED119709//
FL007514	ED119516	IR003062	ED119612	IR003180	ED119710//
FL007517	ED119517//	IR003066	ED119613	IR003181	ED119711
FL007518	ED119518	IR003067	ED119614	IR003182	ED119712
FL007520	ED119519	IR003068	ED119615	IR003184	ED119713
FL007523	ED119520	IR003069	ED119616	IR003185	ED119714
FL007524	ED119521	IR003070	ED119617	IR003186	ED119715
FL007526	ED119522	IR003071	ED119618	IR003187	ED119716
FL007529	ED119523	IR003072	ED119619	IR003188	ED119717
FL007531	ED119524	IR003073	ED119620	IR003190	ED119718
FL007553	ED119525	IR003080	ED119621	IR003191	ED119719
FL007554	ED119526	IR003082	ED119622//	IR003192	ED119720//
FL007555	ED119527	IR003084	ED119623	IR003193	ED119721
FL007560	ED119528	IR003085	ED119624	IR003194	ED119722
FL007561	ED119529	IR003086	ED119625	IR003195	ED119723
FL007571	ED119530	IR003087	ED119626	IR003196	ED119724
FL007572	ED119531	IR003088	ED119627	IR003197	ED119725
		IR003089	ED119628	IR003199	ED119726
HE007061	ED119532	IR003090	ED119629//	IR003200	ED119727
HE007081	ED119533	IR003091	ED119630//	IR003201	ED119728//
HE007225	ED119534	IR003092	ED119631//	IR003203	ED119729//
HE007227	ED119535	IR003093	ED119632//	IR003204	ED119730//
HE007228	ED119536	IR003094	ED119633	IR003205	ED119731//
HE007229	ED119537	IR003095	ED119634	IR003206	ED119732//
HE007230	ED119538	IR003096	ED119635	IR003207	ED119733//
HE007231	ED119539	IR003097	ED119636	IR003208	ED119734
HE007232	ED119540	IR003098	ED119637	IR003209	ED119735
HE007233	ED119541	IR003099	ED119638//	IR003210	ED119736
HE007234	ED119542	IR003100	ED119639//	IR003211	ED119737//
HE007235	ED119543	IR003101	ED119640	IR003215	ED119738
HE007236	ED119544	IR003102	ED119641//	IR003218	ED119739
HE007237	ED119545	IR003103	ED119642	IR003220	ED119740
HE007239	ED119546	IR003106	ED119643	IR003222	ED119741
HE007240	ED119547	IR003107	ED119644	IR003239	ED119742//
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HE007242	ED119549	IR003109	ED119646		
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HE007244	ED119551	IR003111	ED119648	JC760131	ED119745
HE007289	ED119552	IR003112	ED119649//	JC760137	ED119746
HE007291	ED119553	IR003113	ED119650	JC760138	ED119747
HE007292	ED119554	IR003114	ED119651	JC760139	ED119748
HE007294	ED119555	IR003115	ED119652	JC760140	ED119749
HE007295	ED119556	IR003116	ED119653//	JC760141	ED119750
HE007296	ED119557	IR003117	ED119654	JC760143	ED119751
HE007297	ED119558	IR003118	ED119655	JC760144	ED119752
HE007298	ED119559	IR003119	ED119656	JC760145	ED119753
HE007299	ED119560	IR003120	ED119657	JC760146	ED119754
HE007300	ED119561	IR003121	ED119658	JC760147	ED119755
HE007301	ED119562	IR003122	ED119659	JC760149	ED119756
HE007302	ED119563	IR003123	ED119660	JC760150	ED119757
HE007303	ED119564	IR003124	ED119661	JC760151	ED119758
HE007304	ED119565	IR003125	ED119662	JC760152	ED119759
HE007305	ED119566	IR003126	ED119663	JC760153	ED119760
HE007306	ED119567	IR003127	ED119664	JC760154	ED119761
HE007307	ED119568	IR003128	ED119665	JC760155	ED119762
HE007308	ED119569	IR003129	ED119666	JC760156	ED119763
HE007309	ED119570	IR003130	ED119667	JC760157	ED119764
HE007310	ED119571	IR003131	ED119668	JC760158	ED119765
HE007311	ED119572	IR003132	ED119669	JC760159	ED119766
HE007312	ED119573	IR003133	ED119670	JC760160	ED119767
HE007313	ED119574	IR003134	ED119671	JC760161	ED119768
HE007314	ED119575	IR003135	ED119672	JC760162	ED119769
HE007315	ED119576	IR003136	ED119673	JC760163	ED119770

JC760164	ED119771	PS008461	ED119868	SE020016	ED119964
JC760165	ED119772	PS008463	ED119869	SE020017	ED119965
JC760166	ED119773	PS008464	ED119870	SE020018	ED119966
JC760167	ED119774	PS008465	ED119871	SE020170	ED119967//
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JC760169	ED119776	PS008468	ED119873	SE020289	ED119969
JC760170	ED119777	PS008472	ED119874	SE020291	ED119970
JC760171	ED119778	PS008474	ED119875	SE020306	ED119971
JC760172	ED119779	PS008495	ED119876	SE020317	ED119972
JC760173	ED119780			SE020318	ED119973
JC760174	ED119781	RC005808	ED119877	SE020340	ED119974
JC760175	ED119782//	RC008978	ED119878//	SE020341	ED119975
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JC760198	ED119803	RC009042	ED119899	SE020410	ED119996
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		RC009044	ED119901	SE020412	ED119998
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PS008330	ED119808	RC009048	ED119905//	SE020463	ED120002//
PS008331	ED119809	RC009049	ED119906//	SE020464	ED120003//
PS008338	ED119810	RC009050	ED119907	SE020466	ED120004//
PS008344	ED119811	RC009051	ED119908	SE020467	ED120005//
PS008349	ED119812	RC009052	ED119909	SE020468	ED120006//
PS008350	ED119813	RC009053	ED119910	SE020471	ED120007//
PS008359	ED119814	RC009054	ED119911	SE020476	ED120008
PS008361	ED119815	RC009055	ED119912	SE020480	ED120009
PS008363	ED119816	RC009056	ED119913	SE020481	ED120010
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PS008431	ED119857	SE019847	ED119953	SO008947	ED120050//
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SP009925	ED120152			UD015919	ED120333
				UD015920	ED120334
				UD015921	ED120335
				UD015922	ED120336

NEW THESAURUS TERMS

The following terms have been added to the ERIC System since the publication of the sixth edition of the *Thesaurus of ERIC Descriptors* (Fall 1975):

DESCRIPTORS

ADVENTITIOUSLY HANDICAPPED

Sep 1975

SN Handicapped as a result of illness or injury during the developmental or adult periods.

AFFIRMATIVE ACTION

Nov 1975

SN Positive action taken to overcome underrepresentation of women and minority groups in employment (including career advancement programs) and in the makeup of post-secondary student bodies, as compared to the composition of the area population.

ALASKA NATIVES

Mar 1976

SN Peoples indigenous to Alaska (Alaska's American Indians, Aleuts, and Eskimos).

ATHAPASCAN LANGUAGES

Sep 1975

UF Athabascan Languages

AUTEURISM

May 1976

SN The consideration of films as embodiments of the personalities of film directors.

Birth Defects

USE ANOMALIES

CAREER EXPLORATION

Sep 1975

SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

Cinema

USE FILMS

CONGENITALLY HANDICAPPED

Sep 1975

SN Handicapped at birth.

CONSUMER PROTECTION

Dec 1975

SN Methods of processes intended to prevent the sale of unsafe or deceptively presented goods or services, or to assist the consumer to make informed decisions regarding purchase of goods or services.

CONTINUING EDUCATION UNITS

Feb 1976

SN Uniform units of measurement reflecting participation (one unit equals ten contact hours) in organized continuing

(noncredit) education programs under responsible sponsorship, capable direction, and qualified instruction—designed to provide a national standard for recognition of adult participation in post-degree and non-degree education programs.

UF CEU

Continuing Professional Education

USE PROFESSIONAL CONTINUING EDUCATION

DISCOGRAPHIES

Feb 1976

SN Organized lists of phonograph records.
UF Phonograph Record Lists

DIVORCE

Feb 1976

SN The legal dissolution of a marriage.

DOCTOR OF ARTS DEGREES

Mar 1976

SN Degree emphasizing broad subject-matter competence and teaching skills and designed for students entering careers as college teachers.

DOMINICANS

Sep 1975

SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

ENLISTED PERSONNEL

May 1976

(Replaces old term ENLISTED MEN.)

Enlisted Women

USE ENLISTED PERSONNEL

Equity (Impartiality)

USE JUSTICE

ESKIMO ALEUT LANGUAGES

Sep 1975

UF Aleut

Exemplary Programs

USE DEMONSTRATION PROGRAMS

Exemplary Projects

USE DEMONSTRATION PROJECTS

EXPERIMENTER CHARACTERISTICS

May 1976

SN Distinguishing traits or qualities of an experimenter which may influence experimental results.

FIELD HOCKEY

Dec 1975

FILM CRITICISM

May 1976

SN Act and art of analyzing and judging the quality of films.

FILMOGRAPHIES

May 1976

SN Lists of films, sometimes including other media and/or commentary.

UF Film Lists

Folklore

USE FOLK CULTURE

FOOTBALL

Dec 1975

HAWAIIANS

Mar 1976

SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.

HYPERTENSION

Nov 1975

UF High Blood Pressure

ILLEGAL IMMIGRANTS

Mar 1976

SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.

UF Alien Illegality

Illegal Aliens

Immigrant Illegality

INDOCHINESE

Mar 1976

UF Cambodian Americans

Laotian Americans

Vietnamese Americans

INSTITUTIONALIZED PERSONS

May 1976

(Replaces old term INSTITUTIONALIZED (PERSONS).)

INSTRUCTIONAL STUDENT COSTS

Dec 1975

SN Costs incurred by students for formal instruction—includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.

JOB ENRICHMENT

Feb 1976

SN Reshaping of work and work flow to produce more meaningful job content.

UF Work Enrichment

LABELING (OF PERSONS)

Sep 1975

SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an indi-

vidual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

LANGUAGE ATTITUDES Mar 1976
SN Reactions, beliefs, or values about language and language use.

LANGUAGE OF INSTRUCTION Mar 1976
SN Language in which curriculum subjects are presented.
UF Instructional Language
Medium of Instruction (Language)
Teaching Language

LIBRARY ADMINISTRATION Sep 1975
UF Library Management

LIFETIME SPORTS Dec 1975
SN Sports where participation can be carried on throughout one's lifetime—generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.

Mainstreaming
USE REGULAR CLASS PLACEMENT

NEEDS ASSESSMENT Feb 1976
SN Evaluative process of determining needs and deciding on priorities among them.

NONINSTRUCTIONAL STUDENT COSTS Dec 1975
SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education—includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.

Nonbook Materials
USE AUDIOVISUAL AIDS

Nonprint Materials
USE AUDIOVISUAL AIDS

Nonprint Media
USE AUDIOVISUAL AIDS

ORAL HISTORY Feb 1976
SN History via recordings and transcripts of speech.

ORNAMENTAL HORTICULTURE OCCUPATIONS May 1976
(Replaces old term ORNAMENTAL HORTICULTURE OCCUPATION.)

PARAPROFESSIONAL PERSONNEL Feb 1976
SN Persons engaged to work with professionals in secondary or supplementary capacities.

PERINATAL INFLUENCES Sep 1975
SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

Plays (Theatrical)
USE DRAMA

PORTUGUESE AMERICANS Mar 1976

PRETEND PLAY May 1976
SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.

UF Fantasy Play
Make Believe Play

PROSOCIAL BEHAVIOR
SN Socially valued or positive social actions which are generally supportive of others within the existing social system.

Prosodic Features (Speech)
USE SUPRASEGMENTALS

Prosody (Literary)
USE VERSIFICATION

RAPE Sep 1975
UF Statutory Rape

Readings (Collections)
USE ANTHOLOGIES

Resegregated Schools
USE SCHOOL SEGREGATION

SAMOAN AMERICANS Mar 1976
SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands.
UF American Samoans

School Employees
USE SCHOOL PERSONNEL

School Resegregation
USE SCHOOL SEGREGATION

SOCCER Dec 1975

SOCIAL SCIENCE RESEARCH Sep 1975
SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

SOFTBALL Dec 1975

STRESS (PHONOLOGY) Mar 1976

STUDENT EVALUATION OF TEACHER PERFORMANCE May 1976
SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.

STUDENT FINANCIAL AID Mar 1976
UF Student Aid

STUDENT RECRUITMENT Feb 1976
SN Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.

TRACK AND FIELD Dec 1975

VOLLEYBALL Dec 1975

WELSH Sep 1975
SN The Celtic language of Wales.

WIDOWED Nov 1975
SN Widows and widowers.

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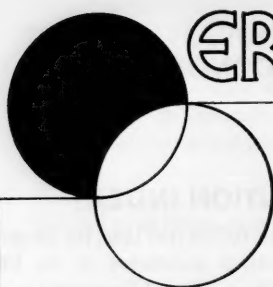
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